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RENDERGAST'S
ASTERY SERIES
GERMAN

600093524T

Gutta cavat lapidem NON VI SED SÆPE *cadendo.*

THE MASTERY SERIES.

GERMAN.

BY

THOMAS PRENDERGAST

LATE OF THE CIVIL SERVICE AT MADRAS:

Author of

'THE MASTERY OF LANGUAGES;' 'HANDBOOK TO THE MASTERY SERIES;'

FRENCH, AND SPANISH MANUALS.

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THE MASTERY OF LANGUAGES;

OR

THE ART OF SPEAKING FOREIGN TONGUES IDIOMATICALLY.

By THOMAS PRENDERGAST.

Late Madras Civil Service.

—✦—

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'A philosophical work on the "Mastery of Languages."'—*Paper read before the Church Schoolmasters' Association by Mr. Baker.*

London: LONGMANS AND CO. Paternoster Row.

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PREFACE

TO

THE FIFTH EDITION.

THERE is a large class of persons, numbering among them some classical teachers of high renown, who can read the best authors in a foreign language with perfect facility, but have been so much bewildered by the puzzles of grammar, that they find immense difficulty in speaking the language grammatically, and despair of ever speaking it idiomatically. The right way to overcome both these difficulties at one and the same time, and to set in active motion all the words that they have acquired, is to master sentences ready made, instead of attempting to originate them. The coupled sentences should be mastered *first*, then the six leading sentences in the Manual, and then not less than twenty of the most difficult variations. After thus securing the cohesion of the words in their idiomatic sequences, recourse may be had to the Diversifying Table.

Beginners, who unflinchingly obey the rules laid down for their guidance, find more difficulty in banishing and forgetting than in recalling and reproducing the phrases which they have mastered. Each new sentence, in its turn, has the effect of confirming in the memory the accurate recollection of all the previous lessons, while it also throws light upon those that follow and on those that have preceded it. These results are equally discernible in the acquisition of Ancient and Modern Languages, and the pleasure inspired by the

fluent recitations of the foreign sentences at sight of their English versions in ever-varying succession, forms a striking contrast to the painful efforts of those who begin with the study of grammar and the use of the dictionary, instead of following the only path that leads directly to the colloquial attainment. The degree of satisfaction felt by learners may thus become a criterion by which it may be determined whether they have strictly complied with the Directions in the Manual or not.

The prevailing modes of teaching and learning languages are unscientific and irrational, because the practical acquisition is either set aside in favour of the theoretical study, or else it is carried on with a sublime disregard for the fact—that when a new lesson is learned, an old one is forgotten. Speaking is oral composition—an exercise which is either omitted altogether or else deferred until the memory has been overloaded and confused to an injurious extent.

Nature teaches us how foreign languages may be learned very rapidly; but when we observe how inaccurately they are spoken *at first*, even by the best of all linguists—children above seven years of age—reason requires that we should discriminate and determine what to avoid and what to follow in their procedure. This subject has been fully treated in the 'Handbook to the Mastery Series,' which shows that Mastery is an exact method founded on scientific principles, in relation both to the arrangement of sentences, so as to impart a sound knowledge of the principles of the structure of a language, and to the mode of exercising the memory, so as to obtain fluency in oral composition with the greatest economy of time and labour.

MELDON LODGE, CHELTENHAM:
April 1871.

PREFACE

TO

THE THIRD EDITION.

1. This is a Method for qualifying learners to speak genuine German with facility and confidence from the beginning. It differs essentially from other methods in that it introduces new principles, both in manipulating the language and in regulating the learner's course of action. Economy of time and labour is secured by the exclusion of all that is superfluous and irrelevant. When the rules are faithfully observed, not a moment is lost—not a word forgotten. It enables a beginner to make *bonâ fide* progress in speaking, by supplying him with sentences and their variations, comprising all the constructions and all the inflections of the language. He is to commit these to memory, and *to do nothing else.*

2. The foreign Variations exhibit the constructions which are lying latent in each of the leading sentences. The English Variations are designed to convey the exact power of each of the foreign Variations, and to show the different senses in which the individual foreign words and their combinations can be employed. The explanations thus afforded include everything that a *beginner* needs to know in relation to each lesson, and therefore the study of Grammar is prohibited at first.

3. This is an exact method for training the memory to reproduce foreign forms of speech with accuracy and facility, and for arranging lessons, so as to combine the highest possible results with the greatest possible saving of time and labour.

4. The fundamental law of *Mastery* is, that the memory shall never be overweighted, so as to incapacitate it for the

vigorous action required. The feebleness of the memory is very humiliating, but the fact is generally ignored and disguised both by teachers and learners. Its non-recognition, however, is the most fatal of all errors, and almost every failure may be clearly traced back to this source. The only true corrective is the discipline of thoroughness in the cumulative repetitions of all the previous lessons. On the principle that short concentrated efforts of that faculty at intervals produce far greater results than protracted application, it is necessary that short and frequent Exercises shall be taken every day; *that all the previous lessons shall be rehearsed on each occasion, and that the beginner shall invariably read them aloud or hear them read before he attempts to rehearse them.* Confusion and uncertainty are produced by the injurious practice of straining the memory to recall a lesson imperfectly learned, and the only possible remedy is to refresh the memory at the beginning of each sitting. The treachery of the memory may thus be effectually baffled, and the natural tendency to reproduce unfamiliar sounds with the English intonation, and to mispronounce them according to the laws of English orthography, will be counteracted; at the same time the true intonation and pronunciation will be expeditiously acquired by reiterated imitations of the voice of a foreigner.

5. There is nothing that tends so much to impede the attainment by an Englishman of the pronunciation of a foreign language as the use of the Roman character, however methodically it may be applied with the view to counteracting the habit of assigning different sounds to the vowels under different circumstances and in different combinations. For instance, the letter *a* is employed to represent several sounds, five of which are very common, as in 'fall,' 'far,' 'fate,' 'fan,' and 'familiar.' On this account a learner ought not to see the foreign words until he has acquired the habit of pronouncing them with accuracy and facility.

6. The adult learner who has not the benefit of a teacher cannot expect to attain the true pronunciation, but he will discover in this course a valuable method of Self-Instruction, applicable to all languages. *Thoroughness* is equally essential at first to those who wish to *speak*, and those who wish to *read* foreign tongues. By working in harmony with the

process of nature, a beginner is enabled to obtain free and full possession of those distinctive forms of speech which differ most widely from the constructions of his own language, and to reproduce them with equal facility. But if the memory be once overcharged by leaving any lessons *unmastered*, the progress of the learner must inevitably be arrested.

7. The Mastery System may be as easily adapted to the classical as to modern languages, (*vide* 'Handbook to the Mastery Series'), it may be carried on simultaneously with any other method, and it is equally suitable for learners at all stages of progress. This System, however, is chiefly valuable as an *initiation* into the most puzzling languages, because it is impossible for anyone to master a few sentences with their Variations, without acquiring a very extensive accurate knowledge of the structure of the language, or, in other words, of the Grammar—minus the technicalities. Moreover, this knowledge is of the most *practical* order, and it is totally different in its nature from that unapplied knowledge of Latin and Greek Grammar, which after ten years of tuition leaves the majority of educated men disgracefully ignorant of those two languages.

8. We never hear of the power of *vivâ voce* composition being developed in schoolboys even to the extent of one hundred Latin words. The reason is, that instead of learning the language, they only learn to talk about it. No one ever learnt to speak a language, even by the life-long study of Grammar. The Science of Grammar imparts all that can be desired in relation to a language—saving only 'the art of speaking it correctly.' A new definition of the term is therefore very much to be desired. The Mastery Method is the necessary complement to that theoretical study—because it will make the Grammar intelligible and easy—and will impart a practical knowledge of the syntactical constructions, combined with facility in oral composition. With this preliminary qualification for the study of Grammar, a pupil will learn it much more intelligently—and therefore much more rapidly—than those who are learning rules relating to an unknown tongue. In the latter instance, the rules and principles are mere metaphysical abstractions, but the Mastery of each construction converts it into a material reality.

9. Mastery will infuse vitality even into the present lifeless system of *teaching* the *dead* languages. Furthermore, boys beginning Latin at the age of fourteen, on the Mastery System, may be expected, after eighteen months' practice of the Exercises described in the 'Handbook,' * to stand on a par in every respect with the majority of their contemporaries who have had six years of grammatical training without mastery.

10. This Manual is devised to provide beginners with a stock of useful sentences and a knowledge of the foreign constructions before they go abroad. It carefully restricts them to a small vocabulary, whilst it enables them to make the most of the sentences which they have mastered. Thoroughness is the very essence of an EXACT METHOD, and it should not be regarded as visionary and impracticable merely because it is unknown in our schools. If we define thoroughness to be the highest degree of accuracy, fluency, and promptitude, in the use of every individual word committed to memory, then Mastery is the perfection of thoroughness. The study of Grammar prevents thoroughness, because the beginner necessarily learns principles and obtains materials in excess of his power of using them with facility. By mastering involved and inverted forms of speech, the learner places himself in one month in advance of those who have for a long time intelligently and persistently studied the Grammar, but without practising oral composition. The best criterion of progress in speaking is the ratio in which genuine German sentences preponderate over literally translated English. And for this reason the beginner is restricted to mastering the former, while written compositions are forbidden. It is a distinguishing feature of this Method that instead of allowing the foreign sentences to be kept constantly before the learner, it requires that the English versions of the mastered sentences shall be copied out by him and frequently retranslated at intervals of leisure.

11. Speech is the utterance of *sentences*, and the most direct course for a beginner is to master circumstantial and comprehensive sentences. Facility of idiomatic speech can never be attained except by the practice of rendering into German

* See 'Handbook to the Mastery Series.' Longmans.

a variety of colloquial sentences composed of words with the German equivalents of which we are quite familiar.

12. Reading, as generally conducted, leaves nothing on the memory but a number of unconnected words, more or less limited, according to the earnestness of the reader. But mere words and rules are useless, because it is impossible for a beginner to speak correctly until he has MASTERED some complete idiomatic sentences.

13. The Epitome of Language, which children instinctively frame for themselves, is identical (except as to the nouns) in every region of the earth. Within the scope of two or three hundred words, children exhibit the utmost facility in stringing words together in sentences arranged in their genuine idiomatic order, and including the most puzzling constructions. A child imported from a foreign country acquires the same colloquial range of expression in six months (even when left entirely to his own resources, and having no one to interpret a single word for him). That Epitome of the English Language is exhibited in a classified form in Table I. in the Appendix. It is arranged so as to afford unlimited scope for the practice of oral composition, and it will furnish all the requisite material for acquiring a full and free command over the most puzzling and impracticable sentences in any language. (See pp. 162, 163 of the 'Mastery of Languages.')

14. Every traveller in foreign lands admires and envies the facility with which children wield their little stock of sentences. But unfortunately the learned have unanimously decided that the faculty of learning languages unsophisticatedly, gradually dwindles away as we approach maturity, and is then utterly lost. There is nothing unreasonable, however, in maintaining that by efforts of memory rightly directed during six very short daily Exercises, highly educated men may compete with little children, so as to learn in one week as much as they acquire in a month. The first feeble efforts of children have most unfortunately engrossed the attention of investigators when endeavouring to trace the rise and growth of language in the mind. It would have been much more philosophical, however, to have observed the rapid progress made by a child left amongst foreigners after six or eight years of age. But even then the first efforts

would be of no value in comparison with the results obtained at the end of the first month, when the child has acquired the power of delivering a few complete sentences fluently and intelligently. This is the true beginning of the power of speech, and it is mere trifling to trace its origin to the imperfect utterances of infancy.

15. The manner in which a few sentences are multiplied by interchanges of the words, and the principles on which the child's power of speaking expands when longer sentences are employed, will be found in Chapter VI. of the 'Mastery of Languages,' and in page 222. Under this law of expansion, chosen sentences, ranging from fifteen to twenty words in length, will yield results from day to day, in comparison with which the performances of the cleverest children sink into utter insignificance. *They* pick up short sentences at random, guessing the meaning of the words; but *we* have the advantage of learning selected sentences, comprising the most useful and instructive combinations, accompanied by explanations of all the words. They fix a short sentence in the memory by one imitation, and many subsequent repetitions thereof; but we may cause a sentence to be frequently uttered by a foreigner, and thus have the advantage of reiterated imitations of the sounds and tones of his voice.

16. The Variations of such sentences are infinitely more instructive to a learner than the unlimited and bewildering conversations of foreigners, because his attention is limited to, and concentrated on, a few words, and he learns what is *essential*—without any admixture of the non-essential. No other effort is required from him at first than the fluent reproduction of the foreign sentences at sight of their English versions—*in irregular succession*—with a few new words daily interwoven amongst them.

17. The method here recommended for diversifying the English Versions of the Mastered Sentences is unique, and the Tables I. and II. furnish incomparably the best and soundest medium for supplying the beginner with all the unknown inflections and constructions of the foreign language.

18. This Manual is intended primarily for Englishmen who have a month or two to spare before going to Germany, but it is equally available for Germans learning English. Although

the English lessons have not been expressly and systematically arranged to instruct Germans exactly on the same principles as those which have been observed in preparing the German sentences for English learners, they will be found equally useful. Barring the astounding absurdity of the orthography, ours is the most simple of all European languages, by reason of its singular poverty in respect to its inflections.

19. The course naturally followed by a lad of sixteen living abroad and learning a foreign language without books, and without an interpreter, is to pick up sentences suited to his own requirements. In doing this, he gradually acquires a familiarity with the syntactical constructions, and this practical knowledge is sometimes so exact, that he speaks like a native. By this process, persons of the humblest capacity learn to speak the most difficult languages. Such is the paucity of the English constructions, that a very small number of sentences will suffice to give a German facility in learning our language. A German on his arrival in England may begin by selecting such Variations as he pleases (omitting only the Primary Sentences and their sections), and learning them in the order of their utility, with the aid of a competent Englishman to give him the pronunciation, for without such aid it is absolutely impossible for a foreigner to learn to pronounce the English language.

THE EAST INDIA UNITED SERVICE CLUB:
London, January 1870.

PREFACE

TO

THE FIRST EDITION.

THE MASTERY SYSTEM is based upon the principles of the natural process pursued by children in learning foreign languages, when they associate with foreigners, after they have learnt to speak their own language. They are impelled by instinct to imitate and repeat the *chance* sentences which they hear spoken around them; and, afterwards, to interchange and transpose the words so as to form new combinations. In the process of nature there is no teaching. But children learn to speak foreign tongues idiomatically without instruction of any kind—without even the aid of an interpreter.

In the Manuals this process is systematized.

As to the Language.—Long sentences are selected according to a new principle, whereby Variations are evolved from them by rearranging the same words and excluding all others. These Variations are all complete idiomatic sentences. The primary sentences are divided into sections, each of which, with some of its Variations, forms a short lesson.

The Sentences comprise those specialities of the mechanism of the language which it is most important that the beginner should Master before he attempts to converse.

The Variations are so devised that by Mastering 100 words, the beginner obtains the free and habitual command of 100 complete sentences, with many more latent* Variations in reserve.

As to the Grammar.—The study is to be deferred until this brief initiatory course of Mastery has been completed, and then it will be found that a large stock of grammatical knowledge

* See 'Handbook to the Mastery Series.'

of the language has been already attained without the use of any technical terms, of any rules, or of any instructions whatsover. In this Manual the sentences are designed on a scholastic plan, in order to show with what facility this system can be applied to Greek and Latin.

As to the Learner.—His course of proceeding is regulated upon a new principle which ensures the accurate retention, by the memory, of all the sentences learned from day to day. As all other forms of speech are excluded, and as he is not allowed to have access to a Grammar, nor to compose any Variations for himself, he learns nothing but idiomatic diction, and as he learns it thoroughly, he cannot fail to speak idiomatically and grammatically also.

The two great objects of a learner's ambition ought to be—to speak a foreign language idiomatically and to pronounce it correctly. And these are the objects which are most carefully provided for in this System.

The chief peculiarities of the process, at the outset, are the frequency and the shortness of the daily Exercises, and the provision that, at the beginning of each sitting, the learner shall refresh his memory by hearing or reading the whole of the lessons previously received. Thus he is enabled to recall and reproduce the foreign sentences in their idiomatic order of arrangement with perfect accuracy and fluency.

The Sentences and their Variations have been prepared by Herr Hermann Ludwig Theodor Sack, Teacher of German at the Clapham Grammar School.

THE EAST INDIA UNITED SERVICE CLUB:
London, February 1868.

DIRECTIONS TO THE ADULT LEARNER FOR THE FIRST WEEK.

1. The term MASTERY is employed in this work to denote the power of using the idiomatic forms of a foreign language as fluently and as promptly as those of the mother tongue.

2. The beginner is not to study Grammar nor to compose any Exercises at first.

3. Let him commit to memory the first German lesson so thoroughly that he shall be able to give the German equivalent for each of the English Variations in irregular succession, with the utmost fluency. In doing this let him repeat the phrases audibly and rapidly, observing the method prescribed in the Directions to the Teacher.

4. He should carefully abstain from seeing or hearing any new words in excess of those included in the lesson of the day.

5. This System sets no value upon the rapid acquisition of a lesson, but it provides for the perfect practical retention by the memory, and for the fluent reproduction of every sentence and of every variation which have been learned. The only possible chance of failure will arise from advancing too precipitately to a new lesson.

6. In learning anything by heart, it is indispensable that it should be FREQUENTLY repeated, and the wider the distribution of the repetitions throughout the day, the smaller will be the number required to impress the foreign phrases on the memory. The beginner, therefore, ought to take at least three sittings a day of not less than ten minutes each, and at long intervals; but if during the first week he can take six sittings a day with intervals of two or three hours between them, he will have extraordinary success.

7. A person who has not already acquired the German pronunciation must employ a teacher at least once a day for ten minutes. Any German, however young, who can read well and has a correct pronunciation, may be employed for this purpose.

8. He must commence every sitting by reading over all the previous lessons before he attempts to recite them from memory.

9. He should always carry about with him, in a compact form, a copy of the English and German variations which he has already learned, in order that he may FREQUENTLY practise rehearsing them.

10. The study of Grammar and the composition of Exercises are prohibited at first, because they confuse and disable the memory. On the other hand, the study of Grammar will be greatly facilitated by a previous course of MASTERY.

11. After six or eight weeks, the learner may use Tables I. and II. in the Appendix, in order to familiarise himself with those inflections which are still unknown to him. For this purpose he may take any English sentences out of this book and alter them by changing the tenses and persons of the verbs or the cases and numbers of the nouns, pronouns, &c., and then translate them by means of Table II. When facility is attained in thus applying the whole of the inflections in rapid succession, and with FREQUENT recapitulations, the learner may proceed to converse with foreigners and to read as many grammars and other books as he may think fit.

12. If beginners have occasion to go abroad before a month has expired, they may select from any part of this work those sentences which may seem to them to be the most useful for their own individual purposes, and MASTER them first; returning, however, to the prescribed course as soon as they can.

13. After mastering the first sentence and its thirty variations, the aspiring learner may commit to memory some more of the leading sentences concurrently with the variations of the second sentence. In doing this, it is recommended that the last clause of each sentence shall always be learned first. They who at the same stage prefer the couplets to the long leading sentences, may undertake them instead, commencing with the eighth, ninth, and tenth.

DIRECTIONS TO THE TEACHER FOR THE FIRST WEEK.

1. The chief duty of the Teacher is to impart the true intonation and pronunciation, and to prevent the learner from advancing to a new lesson until all the preceding ones have been mastered. Mastery is perfect fluency, accuracy, and promptitude in reproducing all that has been learnt. The learner must take at least three exercises every day, but six daily exercises would produce very great results. No sitting should exceed ten minutes. There should not be any explanations given either about the words or their sounds. No conversation is allowable. The Teacher must always be good-humoured and encouraging in manner, and no tones of impatience or anger should be discernible in his voice.

2. The English Versions of the Section, and all the Variations upon page 1, should be written out by the learner, and kept before him from the first; but he must never be allowed either to see or to hear the spelling of a German word until he shall have mastered the succeeding section and its variations.

3. The exercise of pronunciation and intonation is to be commenced by the utterance of three or four words of a section at a time; thus: 1, 2, 3, 4—3, 4, 5, 6—5, 6, 7, 8—6, 7, 8, 9, and so on. The beginner is to imitate the movements of the Teacher's vocal organs, and the sounds, tones, accents, cadences, and pauses of the Teacher's voice, in order to attain facility of utterance. A difficult sound is never to be practised separately. At the end of the first exercise, the *literal* English version of the section may be delivered to the learner.

4. In the second sitting, the first Variation—Holen Sie, &c.—is to be treated in a similar manner; but the first lesson is to be repeated and imitated alternately with it throughout the sitting. The learner should be occasionally called upon to reproduce from memory the German sentences at sight of the English versions; in doing which he must be assiduously prompted, so that not a second may be wasted in thinking. If the learner displays Mastery in this exercise, he may learn a new Variation in the third sitting, otherwise he

must continue the repetitions of the first two lessons until he attains the Mastery of all that he has learnt. This rule is to be enforced throughout the whole course, but most especially in the first three days, because this is by far the most critical and dangerous period.

5. In the next sitting, treat the second Variation—Werden Sie, &c. —in a similar manner, repeating it alternately with each of the first two lessons, so that it may occupy one half of the sitting, and occasionally rehearsing the German from memory *at sight of the English versions.*

6. The subsequent sittings should be conducted in like manner; and the beginner should always point out each variation when the German version thereof is read aloud by the Teacher.

7. The sittings are never to be shortened in consideration of the learner's ability to recite the words readily, and with a good pronunciation. These two objects are not to be considered as fully attained until they have become habitual; and the habit can only be formed by frequent repetitions. The loudness and rapidity exacted in the above rules may occasionally be extended to the pitch of vociferation and volubility, with great benefit to those who are naturally slow of utterance. If three lessons be taken within the compass of one hour, the intervals should be devoted to other pursuits; but as the reception of three lessons a day, *at very short intervals*, does not sufficiently accord with the principle of Frequency, additional exercises ought to be taken without a teacher.

8. The beginner must never be permitted to trust to his memory to reproduce what he has learnt, but every sitting must be commenced by imitating the Teacher's voice, as above described; thus will the treachery of the memory be baffled, and thus will it become possible to learn every sentence perfectly, and to recite them at the rate of ten variations in one minute.

9. Whenever the pupil undertakes a new section or variation, it is to be rapidly repeated and echoed thirty times, alternately with each of those previously learnt.

10. The foregoing rules are to be strictly observed during the first week, in which period the Manual should be kept in the Teacher's custody, and the learner should not be allowed to see it.

11. The orthography and pronunciation of English words are so absurdly and grotesquely inconsistent and anomalous, that it is impossible either for an Englishman or a German to read aloud even a short sentence of each other's language intelligibly without the

aid of a teacher. The first lessons must therefore be learnt *vivâ voce*, by imitative repetitions of a teacher's voice, and without the aid of this book. In England, the sounds of words are supposed to be logically deducible from the combinations of letters generally used to represent them; and this fallacy is so deeply rooted, that the pronunciation cannot but be vitiated by the sight of the German version, if the beginner has recourse to it before he has *mastered* the true sounds. On this account, a Briton learning German ought not to see the spelling of any lessons until he has mastered the succeeding section and all its variations. A German, on the other hand, ought to master two at least of the succeeding sections, with all their variations, before he sees the spelling of the English words which he has mastered.

12. Exercises in oral composition may be multiplied *ad infinitum* by diversifying the English sentences and variations in this book. The Table, Appendix I., is to be used for interchanging the words and phrases, &c. The German Table of Inflections in Appendix II. is to be used by the learner to assist him in applying the proper cases, tenses, &c., in translating the diversified English sentences.

13. In like manner, the German sentences are to be diversified for Germans, to be translated orally into English, with the aid of the English Table of Inflections in Appendix III.

14. These directions are given in both languages, in order that A. and B. may reciprocally teach English and German (without any previous knowledge of each other's language) by reading aloud alternately to each other the English and German Variations.

15. Whatever Variations are distasteful to Teachers may be omitted.

16. Teachers will not fail to observe that this Manual is designed to habituate the learner by degrees to employ the definite article, masculine singular, in all its cases, before he undertakes the feminine, the neuter, and the plural.

17. To give variety to the first thirty Variations, the Teacher may introduce German words and names which correspond exactly in pronunciation with their English equivalents; as miller, ring, shoe, &c. He may also insert the other meanings of Sie, laſſen, &c.

18. To learn the lisping sound of 'th,' a foreigner should prolong the sound of the first 's' in Demosthenes, and bring the tongue in contact with the upper front teeth before uttering the rest of the word.

Winke für den Lehrer für die erste Woche.

1. Die Hauptpflicht des Lehrers ist, den rechten Ton der Stimme und die richtige Aussprache mitzutheilen und den Schüler zu hindern, eine neue Aufgabe anzufangen, ehe er alle vorhergehenden meisterhaft gelernt hat. Meisterschaft in einer Sprache ist, wenn sie mit vollkommener Geläufigkeit, Genauigkeit und Schnelligkeit gesprochen werden kann. Der Lernende muß jeden Tag wenigstens drei Aufgaben vornehmen; aber sechs Aufgaben täglich würden sehr große Resultate hervorbringen. Keine Sitzung muß länger als zehn Minuten dauern. Es muß keine Erklärung weder der Worte noch der Laute gegeben werden. Keine Unterhaltung darf erlaubt werden. Der Lehrer muß immer gut gelaunt und ermuthigend in seinen Manieren sein und kein ungeduldiger oder ärgerlicher Ton darf in seiner Stimme wahrgenommen werden.

2. Die englischen Uebersetzungen des Abschnitts und alle Veränderungen auf der ersten Seite müssen von dem Lernenden abgeschrieben werden und er muß sie von Anfang an vor sich halten, aber man darf ihm nie erlauben weder ein deutsches Wort zu sehen noch das Buchstabiren desselben zu hören, bis er den folgenden Abschnitt und seine Veränderungen vollkommen auswendig sagen und anwenden kann.

3. Die Uebung der Aussprache und Intonation hat mit dem Nachsprechen von drei oder vier Worten auf einmal anzufangen; so 1, 2, 3, 4, dann 3, 4, 5, 6, dann 5, 6, 7, 8, dann 6, 7, 8, 9 u. s. w. Der Anfänger muß die Bewegungen der Sprachorgane des Lehrers nachahmen, eben so die Laute, Töne, den Ausdruck, die Cadenzen und Pausen der Stimme des Lehrers, um Leichtigkeit im Sprechen zu erlangen. Ein schwieriger Laut darf nie allein geübt werden. In der Mitte der ersten Aufgabe kann man dem Lernenden die wörtliche Uebersetzung des Abschnitts geben.

4. In der zweiten Sitzung muß die erste Veränderung—Holen Sie u. s. w.—auf dieselbe Art gelernt werden. Jedoch muß die erste Lection abwechselnd mit dieser während der ganzen Sitzung wiederholt werden. Der Lernende muß gelegentlich aufgefordert werden, die deutschen Sätze beim Anblick der englischen Uebersetzungen aus dem Gedächtnisse zu wiederholen und wenn er das thut, so muß man ihm eifrig helfen, damit keine Sekunde im Besinnen verloren werde.

5. In der nächsten Sitzung müssen die zweiten Variationen—Werden Sie u. s. w.—auf dieselbe Art behandelt werden, indem man abwechselnd die ersten und zweiten Lectionen wiederholt, und zuweilen muß das Deutsche aus dem

Gedächtnisse gesagt werden indem man dabei die englische Uebersetzung ansieht. Die folgenden Sitzungen müssen auf dieselbe Art geleitet werden, und der Anfänger muß immer jedesmal auf den Satz zeigen, dessen deutsche Uebersetzung von dem Lehrer laut gelesen wird. Wenn der Lernende in dieser Aufgabe große Meisterschaft entfaltet, so darf er eine neue Variation in der vierten Sitzung lernen, sonst muß er die Wiederholungen der ersten drei Aufgaben fortsetzen, bis er Alles, was er gelernt hat, vollkommen gut sagen kann, und diese Regel muß in dem ganzen Cursus genau beobachtet werden.

6. Die Sitzungen dürfen nie abgekürzt werden, weil der Lernende die Sätze geschwind und mit einer guten Aussprache sagen kann. Dieses Ziel kann nicht als völlig erreicht angesehen werden, bis dies zur Gewohnheit geworden ist. Diese Gewohnheit aber kann nur durch häufige Wiederholungen erreicht werden. Das laute, schnelle Wiederholen, welches in den vorigen Regeln anbefohlen ist, mag gelegentlich zu dem Grade eines Schreiens oder Schwätzens ausgedehnt werden, welches ein großer Vortheil für Solche ist, die von Natur zu langsam sprechen. Wenn drei Lectionen im Verlauf einer Stunde vorgenommen werden, so müssen die Zwischenräume andern Beschäftigungen gewidmet werden. Aber da das Lernen von drei Lectionen in sehr kurzen Zwischenräumen täglich nicht genug mit dem Grundsatz häufiger Wiederholung übereinstimmt, so müssen weitere Uebungen ohne einen Lehrer genommen werden.

7. Man muß dem Anfänger nie erlauben, sich auf sein Gedächtniß zu verlassen, um das zu wiederholen, was er gelernt hat, sondern jede Sitzung muß damit angefangen werden, die Stimme des Lehrers nachzuahmen, wie es oben beschrieben worden ist; auf diese Weise wird die Unzuverlässigkeit des Gedächtnisses vereitelt und es möglich, jeden Satz vollkommen zu lernen und sie fehlerlos anzuwenden.

8. Zu jeder Zeit, wenn der Schüler einen neuen Abschnitt oder eine neue Variation anfängt, muß er sie schnell dreißigmal wiederholen und nachsprechen, abwechselnd mit allen, die er vorher gelernt hat.

9. Diese Regeln müssen während der ersten Woche genau beobachtet werden, in welcher Zeit das Handbuch (Manual) in der Verwahrung des Lehrers bleiben muß und der Lernende es nicht sehen darf.

10. Die Orthographie (Rechtschreibung) und Aussprache der englischen Worte ist so ungereimt, unnatürlich, widersprechend und unregelmäßig, daß es für einen Engländer sowohl als einen Deutschen unmöglich ist, sogar einen kurzen Satz ihrer beiderseitigen Sprache laut zu lesen, so daß man es verstehen kann, ohne die Hülfe eines Lehrers. Die ersten Aufgaben müssen deshalb mit lauter Stimme (vivâ voce) gelernt werden, durch nachahmende Wiederholungen der Stimme des Lehrers, ohne Hülfe dieses Buches. Es wird in England gewöhnlich vorausgesetzt, daß die Laute der Worte von der Zusammenstellung der Buchstaben logisch abgeleitet werden können, welche gewöhnlich

gebraucht werden um dieſelben zu vertreten, und dieſer Irrthum iſt ſo tief eingewurzelt, daß die Ausſprache nothwendig beim Hinblick auf die deutſche Ueberſetzung verdorben wird, wenn der Anfänger ſeine Zuflucht dazu nimmt, ehe er die richtigen Töne gut gelernt hat. Deswegen ſollte ein Britte, der Deutſch lernt, die Orthographie keiner Aufgabe ſehen, bis er den folgenden Abſchnitt und alle ſeine Variationen ganz meiſterhaft gelernt hat. Ein Deutſcher dagegen, muß wenigſtens zwei von den folgenden Abſchnitten mit allen ihren Veränderungen ganz gut können, ehe er das Buchſtabiren der engliſchen Worte ſieht, welche er gelernt hat.

11. Aufgaben in mündlicher Zuſammenſtellung können ad infinitum durch Veränderungen der engliſchen Sätze und Variationen in dieſem Buche vervielfacht werden. Das Verzeichniß, Anhang I., kann gebraucht werden, um die Worte und Sätze umzutauſchen. Das deutſche Verzeichniß der Flexionen in dem Anhange II. muß auf dieſelbe Weiſe von dem Lernenden gebraucht werden, um ihm zu helfen, die richtigen Fälle und Zeiten etc. anzuwenden, wenn er die veränderten engliſchen Sätze überſetzt.

12. Auf dieſelbe Weiſe müſſen die deutſchen Sätze verändert werden, um ſie mündlich in's Engliſche, mit der Hülfe des engliſchen Verzeichniſſes der Flexionen in Anhang III. zu überſetzen.

13. Dieſe Vorſchriften ſind in beiden Sprachen gegeben, damit A. und B. gegenſeitig Engliſch und Deutſch ohne vorherige Kenntniß ihrer beiderſeitigen Sprache lehren können, indem Einer dem Anderen beziehungsweiſe die engliſche oder deutſche Variation laut vorlieſt. Sätze, die dem Lehrer nicht gefallen, kann er auslaſſen. Die Lehrer können nicht umhin zu bemerken, daß dieſes Handbuch beſtimmt iſt, den Lernenden allmählig daran zu gewöhnen, den beſtimmten Artikel *masculinum*, in der Einzahl mit ſeinen Fällen anzuwenden, ehe er den Art. *femininum* und Art. *neutrum* und die Mehrzahl lernt. Um den erſten ſechs Aufgaben Veränderungen zu geben, kann der Lehrer deutſche Worte und Namen einführen, welche in der Ausſprache ganz genau mit den engliſchen von derſelben Bedeutung übereinſtimmen, z. B. Müller, Ring, Schuh u. ſ. w. Er kann auch die andere Bedeutung von Sie, laſſen etc. einſchalten.

GERMAN AND ENGLISH COUPLETS to be used in accordance with the following DIRECTIONS.

Learn the first couplet by heart, taking not less than three sittings of ten minutes each; interchange the upper with the lower words in any of the sections of the English couplet one at a time, and translate each of the altered sentences in its turn—orally, not in writing. Do the same with two or more sections promiscuously, until *perfect fluency* is obtained in the oral recitation of the German equivalents for each of the altered sentences.

This exercise will be eminently beneficial to those who have studied the language without learning how to speak it. The extraordinary rapidity with which children sometimes attain the power of speaking foreign languages arises from their instinctively resorting to the practice of interweaving words and phrases into the *little sentences* which they have learned by heart.

The couplets yield variations increasing in geometrical progression, according to the number of sections; thus:—

Seven sections yield		128	variations
Eight	„ „	256	„
Nine	„ „	512	„
Ten	„ „	1,024	„
Fourteen	„	16,000	„

These are produced in each couplet by removing some of the words from one line to the other. Other variations may be made by transposing the words in each sentence, and every such variation may be matched with the corresponding variation drawn from the other sentence, so as to form a new couplet. Such being the capability of a single couplet to yield a vast number of sentences, the beginner must be content to master one at a time, and not to touch the second until he has attained perfect fluency with the first. This is the fundamental law of Mastery. The above scientific arrangement of words shows the enormous advantage obtained by mastering long sentences instead of short ones.

ENGLISH AND GERMAN COUPLETS,

Illustrating the wide range of speech obtainable by means of a few words scientifically arranged.

I.

A. Tell	the shoemaker	to bring me	the boots	to-day	after	six o'clock.	A.
B. Ask	the porter	to send us	the bill	to-morrow	before	nine o'clock.	B.

A. Sagen Sie dem	Schuhmacher	mir	die Stiefeln	heute	nach	sechs Uhr	zu bringen.	A.
B. Bitten Sie den	Portier	uns	die Rechnung	morgen	vor	neun Uhr	zu schicken.	B.

The same couplet interchanged, A, B, A, B, and B, A, B, A.

Tell	the porter	to bring me	the bill	to-day	before	six o'clock.
Ask	the shoemaker	to send us	the boots	to-morrow	after	nine o'clock.

Sagen Sie dem Portier mir die Rechnung heute vor sechs Uhr zu bringen.
Bitten Sie den Schuhmacher uns die Stiefeln morgen nach neun Uhr zu schicken.

The same couplet interchanged as A, A, B, B, and B, B, A, A.

Tell	the shoemaker	to send us	the bill	to-day	after	nine o'clock.
Ask	the porter	to bring me	the boots	to-morrow	before	six o'clock.

Sagen Sie dem Schuhmacher uns die Rechnung heute nach neun Uhr zu schicken.
Bitten Sie den Portier mir die Stiefeln morgen vor sechs Uhr zu bringen.

II.

Will not	your	father	read	this morning	the letters	which I	wrote	for him	yesterday?
Cannot	his	brother	examine	this evening	the lists	that I	copied	for you	the day before yesterday?

Wird Ihr Vater die Briefe, welche ich gestern für ihn geschrieben habe, heute Morgen nicht lesen?
Kann sein Bruder die Listen, die ich vorgestern für Sie abgeschrieben habe, heute Abend nicht examiniren?

III.

How much	must I give	for a carriage	to take	my	servant	and her luggage	from the station?
What	must we pay	for a cab	to convey	your	sister	and the children	to the hotel?

Wie viel muss ich für einen Wagen bezahlen, um meine Dienerin mit ihrem Gepäck aus dem Bahnhof zu fahren?
Was müssen wir für eine Kutsche bezahlen, um Ihre Schwester und die Kinder nach dem Hotel zu bringen?

IV.

If you go out	this evening,	ask your	cousin	when	she will send	her little boy	to spend two or three	days	with me.
When you go out	this morning,	ask my	niece	whether	she will allow	her little girl	to spend four or five	hours	with us.

Wenn Sie heute Abend ausgehen, fragen Sie Ihre Cousine wann sie ihren kleinen Knaben, zwei oder drei Tage mit mir zuzubringen, schicken will.
Wann Sie heute Morgen ausgehen, fragen Sie meine Nichte ob sie ihr kleines Mädchen vier oder fünf Stunden mit uns zubringen lassen will.

V.

While	he is	travelling	I shall spend	six or seven	months	with my	friend	the young	clergyman.
Now that	they are	at Paris	I hope to spend	eight or nine	weeks	with your	cousin	the old	tutor.

So lange er auf der Reise ist, werde ich sechs oder sieben Monate bei meinem Freunde dem jungen Pastor zubringen.
Da sie eben in Paris sind, hoffe ich acht oder neun Wochen mit Ihrem Vetter dem alten Lehrer zuzubringen.

VI.

Wake	my	brother	at half-past	eight,	because he has occasion to go	to his tailor's	and then	to the physician's.
Let us call	your	cousin	at a quarter before	seven,	because he wishes to go	to his aunt's	and afterwards	to the banker's.

Wecken Sie meinen Bruder um halb neun, weil er zu seinem Schneider und dann zu dem Arzt gehen muss.
Wecken wir Ihren Vetter um drei Viertel auf sieben, weil er zu seiner Tante und nachher zu dem Bankier gehen will.

VII.

Do you know	when your	brother	will return me	my	four	French	books	which you	sent him	more than	ten	days ago ?
Do you not know	when their	father	will bring us	the	five	Italian	journals	which we	lent him	nearly	six	weeks ago ?

Wissen Sie wann Ihr Bruder mir meine vier französischen Bücher, welche Sie ihm schon seit zehn Tagen geschickt haben, zurück geben will ?
Wissen Sie nicht wann ihr Vater uns die fünf italienischen Zeitungen, die wir ihm beinahe seit sechs Wochen geliehen haben, zurück bringen will ?

VIII.

The	banker	gave	the large	ring	to the	friend	of the young	doctor	to-day.
The tall	tutor	sent	the	basket	to the little	brother	of the	miller	yesterday.

Der Bankier hat heute dem Freunde des jungen Doctors den grossen Ring gegeben.
Der grosse Lehrer hat gestern dem kleinen Bruder des Müllers den Korb geschickt.

IX.

The little	lady friend	of the beautiful	matron	ordered them to send	the new coach for her	to the nearest	railway-station.
The pretty	sister	of the clever	singer	caused them to bring	the yellow coach for her	from the second	post-station.

Die kleine Freundin der schönen Dame liess sich die neue Kutsche nach der nächsten Station der Eisenbahn schicken.
Die schöne Schwester der klugen Sängerin liess sich die gelbe Kutsche von der zweiten Station der Post holen.

X.

If he	had brought	the ring	to the servant,	they would	not have been able to forgive	that	blunder.
If she	had given	the letter	to the tutor,	we should	scarcely have been able to make	the	mistake.

Wenn er dem Diener den Ring geholt hätte, so würden sie diesen Fehler nicht vergeben haben können.
Wenn sie dem Lehrer den Brief gegeben hätte, so würden wir den Fehler kaum gemacht haben können.

GERMAN PRONUNCIATION.

I. The Consonants are pronounced as in English, with the following exceptions:—

c	c	standing before *e, i, ä, ü, äu,* and *eu,* is sounded like *ts*; thus, Cicero, *Tsitsero.*
g	g	is always hard except at the end of a word, when it generally becomes a guttural aspirate.
ẏ	h	after a vowel is mute, but serves to give to the vowel a long sound. It is also mute after the letter *t.*
j	j	is sounded like *y.*
v	v	„ „ *f.*
w	w	„ „ *v.*
ẑ	z	„ „ *ts.*
ch	ch	„ as in the Scottish word *loch.*

II. Vowels.

a	a	is sounded as in *ah!*
e	e	„ „ *there.*
i	i	„ „ *police.*
o	o	has two sounds, as in *go, on.*
u	u	is sounded as in *rule.*
y	y	„ „ *police.*
ä	ä	„ „ *day.*
ö	ö	„ „ *worth.*
ü	ü	„ „ the French *lune.*
ie	ie	„ „ *niece.*
ei	ei	„ „ *height.*
ey	ey	„ „ „
eu	eu	„ „ *boy, joy.*
äu	äu	„ „ *joy, boy.*

PRELIMINARY LESSON.

A. Indeed!	So!
B. You must	Sie müssen.
C. You will be obliged	Sie werden müssen.
D. You must leave it	Sie müssen ihn lassen.
E. You must fetch it	Sie müssen ihn holen.
F. Bring it to me	Holen Sie ihn mir.
G. Then you must fetch it	So müssen Sie ihn holen.
H. Leave it to me	Lassen Sie ihn mir.
I. Are you going to bring it?	Werden Sie ihn holen?
J. Are you going to have it brought?	Werden Sie ihn holen lassen?

FIRST SENTENCE

Since the young friend of the rich man would not give the letter to the servant, you will be obliged to send for it for me directly.

Lessons I. and II.

. . . then you must cause to fetch it for me directly

Variations.

I.

1. Bring it to me directly.
2. Are you going to fetch it for me directly?
3. You will be obliged to fetch it directly.
4. Then you will have to fetch it.
5. You must leave it to me.

II.

6. Are you going to send for it?
7. You must send for it at once.
8. Leave it thus.
9. Indeed! are you going to fetch it?
10. Then you must send for it.

FIRST SENTENCE.

Lessons I. and II.

... ſo werden Sie mir ihn gleich holen laſſen müſſen.
... then will you to-me it directly to-fetch to-cause to-be-obliged.

Variations.

I.

1. Holen Sie ihn mir gleich.
2. Werden Sie ihn mir gleich holen?
3. Sie werden ihn gleich holen müssen.
4. So werden Sie ihn holen müssen.
5. Sie müssen ihn mir lassen.

II.

6. Werden Sie ihn holen lassen?
7. Sie müssen ihn gleich holen lassen.
8. Lassen Sie ihn so.
9. So! werden Sie ihn holen?
10. So müssen Sie ihn holen lassen.

III. and IV.

. . . has not willed to give the letter to the servant . . .

III.

11. Won't you procure the letter for me?
12. Don't give that letter to the servant.
13. Let him fetch it directly.
14. Fetch me immediately that letter which you are not willing to give to the servant.
15. Will you not give me that letter directly?

IV.

16. Make the servant fetch me the letter which you wish to give me.
17. Will you not give me the letter which you ought to give me?
18. Indeed! you refuse to leave that letter with me!
19. You must not let him fetch that letter.
20. You will be obliged to send for that letter for me.

V. and VI.

Since he, the young friend of the rich man, . . .

V.

21. The young valet of the young man's friend was willing to fetch me that letter.
22. Must you not cause him at once to fetch the young man's valet?
23. The rich young gentleman was unwilling to send for the servant's friend.
24. Since that young man has refused to let the servant have the letter, you will be obliged to send for it for me.
25. He was not disposed to give the letter to the rich friend of that young gentleman.

III. and IV.

. . . dem Diener den Brief nicht hat geben wollen, . . .
. . . to-the servant the letter not has to-give willed . . .

III.

11. Wollen Sie mir den Brief nicht holen lassen?
12. Geben Sie dem Diener den Brief nicht.
13. Lassen Sie ihn ihn gleich holen.
14. Holen Sie mir sogleich den Brief, den Sie dem Diener nicht geben wollen.
15. Wollen Sie mir den Brief nicht gleich geben?

IV.

16. Lassen Sie den Diener mir den Brief holen, den Sie mir geben wollen.
17. Wollen Sie mir den Brief nicht geben, den Sie mir geben müssen?
18. So! Sie wollen mir den Brief nicht lassen!
19. Sie müssen ihn den Brief nicht holen lassen.
20. Sie werden mir den Brief holen lassen müssen.

V. and VI.

Da er, der junge Freund des reichen Mannes, . . .
Since he, the young friend of-the rich man, . . .

V.

21. Der junge Diener des Freundes des jungen Mannes hat mir den Brief holen wollen.
22. Müssen Sie ihn nicht gleich den Diener des jungen Mannes holen lassen?
23. Der reiche junge Mann hat den Freund des Dieners nicht holen lassen wollen.
24. Da der junge Mann dem Diener den Brief nicht hat geben wollen, so werden Sie mir ihn holen lassen müssen.
25. Er hat dem reichen Freunde des jungen Mannes den Brief nicht geben wollen.

VI.

26. Indeed! Did he not want to give the young man's letter to the servant?

27. Give me the letter of the young friend of the servant! Directly!

28. Indeed! Has he had it fetched for me directly?

29. As he would not give the letter to that young man, the rich friend has sent the servant to fetch it.

30. You must not have the friend's letter given to the young servant.

Since he, the young friend of the rich man, has not willed to give the letter to the servant, you must therefore procure it for me directly.

SECOND SENTENCE.

If the old prudent teacher himself had given us that good counsel, we could hardly have made this great mistake.

VII. and VIII.

. . . could hardly have made.

VII.

31. Have you not made it?

32. Have you the letter which you wished to give to me?

33. Can't you let that letter which you have composed be given up to me directly?

34. Scarcely has the rich friend sent the letter to me, when you want to have it.

35. You cannot have intended to make it.

VIII.

36. Was he unable to send for that servant for me directly?

37. Were you unwilling to fetch me the letter?

38. Won't you be able to give it me at once?

39. The rich man's friend has been unable to send for the letter for the young servant.

40. The young servant of the rich man has been unable to fetch it for the young friend.

VI.

26. So! Hat er dem Diener den Brief des jungen Mannes nicht geben wollen?

27. Geben Sie mir den Brief des jungen Freundes des Dieners! Gleich!

28. So? Hat er ihn mir sogleich holen lassen?

29. Da er dem jungen Manne den Brief nicht hat geben wollen, so hat der reiche Freund den Diener ihn holen lassen.

30. Sie müssen dem jungen Diener den Brief des Freundes nicht geben lassen.

Da er, der junge Freund des reichen Mannes dem Diener den Brief nicht hat geben wollen, so werden Sie mir ihn gleich holen lassen müssen.

SECOND SENTENCE.

VII. and VIII.

. . . kaum gemacht haben können.

. . . hardly made to-have to-be-able.

VII.

31. Haben Sie ihn nicht gemacht?

32. Haben Sie den Brief, den Sie mir haben geben wollen?

33. Können Sie mir den Brief, den Sie gemacht haben, nicht gleich geben lassen?

34. Kaum hat der reiche Freund mir den Brief geben lassen, so wollen Sie ihn haben.

35. Sie können ihn nicht gemacht haben wollen.

VIII.

36. Hat er mir den Diener nicht gleich holen lassen können?

37. Haben Sie mir den Brief nicht holen wollen?

38. Werden Sie mir ihn nicht gleich geben können?

39. Der Freund des reichen Mannes hat dem jungen Diener den Brief nicht holen lassen können.

40. Der junge Diener des reichen Mannes hat ihn dem jungen Freunde nicht holen können.

ENGLISH AND GERMAN COUPLETS,

Illustrating the wide range of speech obtainable by means of a few words scientifically arranged.

I.

A. Tell	the shoemaker	to bring me	the boots	to-day	after	six o'clock.	A.
B. Ask	the porter	to send us	the bill	to-morrow	before	nine o'clock.	B.

A. Sagen Sie dem	Schuhmacher	mir	die Stiefeln	heute	nach	sechs Uhr	zu bringen.	A.
B. Bitten Sie den	Portier	uns	die Rechnung	morgen	vor	neun Uhr	zu schicken.	B.

The same couplet interchanged, A, B, A, B, and B, A, B, A.

Tell	the porter	to bring me	the bill	to-day	before	six o'clock.
Ask	the shoemaker	to send us	the boots	to-morrow	after	nine o'clock.

Sagen Sie dem Portier mir die Rechnung heute vor sechs Uhr zu bringen.
Bitten Sie den Schuhmacher uns die Stiefeln morgen nach neun Uhr zu schicken.

The same couplet interchanged as A, A, B, B, and B, B, A, A.

Tell	the shoemaker	to send us	the bill	to-day	after	nine o'clock.
Ask	the porter	to bring me	the boots	to-morrow	before	six o'clock.

Sagen Sie dem Schuhmacher uns die Rechnung heute nach neun Uhr zu schicken.
Bitten Sie den Portier mir die Stiefeln morgen vor sechs Uhr zu bringen.

II.

Will not	your	father	read	this morning	the letters	which I	wrote	for him	yesterday?
Cannot	his	brother	examine	this evening	the lists	that I	copied	for you	the day before yesterday?

Wird Ihr Vater die Briefe, welche ich gestern für ihn geschrieben habe, heute Morgen nicht lesen?
Kann sein Bruder die Listen, die ich vorgestern für Sie abgeschrieben habe, heute Abend nicht examiniren?

III.

How much	must I give	for a carriage	to take	my	servant	and her luggage	from the station?
What	must we pay	for a cab	to convey	your	sister	and the children	to the hotel?

Wie viel muss ich für einen Wagen bezahlen, um meine Dienerin mit ihrem Gepäck aus dem Bahnhof zu fahren?
Was müssen wir für eine Kutsche bezahlen, um Ihre Schwester und die Kinder nach dem Hotel zu bringen?

IV.

If you go out	this evening,	ask your	cousin	when	she will send	her little boy	to spend two or three	days	with me.
When you go out	this morning,	ask my	niece	whether	she will allow	her little girl	to spend four or five	hours	with us.

Wenn Sie heute Abend ausgehen, fragen Sie Ihre Cousine wann sie ihren kleinen Knaben, zwei oder drei Tage mit mir zuzubringen, schicken will.
Wann Sie heute Morgen ausgehen, fragen Sie meine Nichte ob sie ihr kleines Mädchen vier oder fünf Stunden mit uns zubringen lassen will.

V.

While	he is	travelling	I shall spend	six or seven	months	with my	friend	the young	clergyman.
Now that	they are	at Paris	I hope to spend	eight or nine	weeks	with your	cousin	the old	tutor.

So lange er auf der Reise ist, werde ich sechs oder sieben Monate bei meinem Freunde dem jungen Pastor zubringen.
Da sie eben in Paris sind, hoffe ich acht oder neun Wochen mit Ihrem Vetter dem alten Lehrer zuzubringen.

VI.

Wake	my	brother	at half-past	eight,	because he has occasion to go	to his tailor's	and then	to the physician's.
Let us call	your	cousin	at a quarter before	seven,	because he wishes to go	to his aunt's	and afterwards	to the banker's.

Wecken Sie meinen Bruder um halb neun, weil er zu seinem Schneider und dann zu dem Arzt gehen muss.
Wecken wir Ihren Vetter um drei Viertel auf sieben, weil er zu seiner Tante und nachher zu dem Bankier gehen will.

VII.

Do you know	when your	brother	will return me	my	four	French	books	which you	sent him	more than	ten	days ago?
Do you not know	when their	father	will bring us	the	five	Italian	journals	which we	lent him	nearly	six	weeks ago?

Wissen Sie wann Ihr Bruder mir meine vier französischen Bücher, welche Sie ihm schon seit zehn Tagen geschickt haben, zurück geben will?
Wissen Sie nicht wann ihr Vater uns die fünf italienischen Zeitungen, die wir ihm beinahe seit sechs Wochen geliehen haben, zurück bringen will?

VIII.

The	banker	gave	the large	ring	to the	friend	of the young	doctor	to-day.
The tall	tutor	sent	the	basket	to the little	brother	of the	miller	yesterday.

Der Bankier hat heute dem Freunde des jungen Doctors den grossen Ring gegeben.
Der grosse Lehrer hat gestern dem kleinen Bruder des Müllers den Korb geschickt.

IX.

The little	lady friend	of the beautiful	matron	ordered them to send	the new coach for her	to the nearest	railway-station.
The pretty	sister	of the clever	singer	caused them to bring	the yellow coach for her	from the second	post-station.

Die kleine Freundin der schönen Dame liess sich die neue Kutsche nach der nächsten Station der Eisenbahn schicken.
Die schöne Schwester der klugen Sängerin liess sich die gelbe Kutsche von der zweiten Station der Post holen.

X.

If he	had brought	the ring	to the servant,	they would	not have been able to forgive	that	blunder.
If she	had given	the letter	to the tutor,	we should	scarcely have been able to make	the	mistake.

Wenn er dem Diener den Ring geholt hätte, so würden sie diesen Fehler nicht vergeben haben können.
Wenn sie dem Lehrer den Brief gegeben hätte, so würden wir den Fehler kaum gemacht haben können.

XII.

56. Did he himself give this good advice to the young friend of the rich gentleman?

57. Would you have given us the advice which the good young man has had conveyed to us?

58. Are you yourself going to fetch us the friend's letter?

59. He would have been unable to give us the advice which that young man has given to us.

60. Had he given us the letter at once, we should then not have made this great blunder.

XIII. and XIV.

If that old and prudent teacher . . .

XIII.

61. We should not have given that advice to this old man.

62. If the prudent teacher had the letter, he would give it to us.

63. If you desire it, we shall be obliged to send to fetch him.

64. If you mean to give us that letter, it will be necessary that you send the servant at once to fetch it.

65. That young man and the clever teacher's old friend want to have the letter.

XIV.

66. The clever old teacher's friend ought to have given him this advice at once.

67. If you had given us this advice at once, we should not have made that blunder.

68. Let us give this letter to the old man.

69. If you don't want to have this letter, we shall give it to the old teacher.

70. Shall we ourselves go at once to fetch him and the old teacher?

If that old and prudent teacher himself had given us good advice, we should hardly have been able to make this great mistake.

XII.

56. Hat er dem jungen Freunde des reichen Mannes diesen guten Rath selbst gegeben?

57. Würden Sie uns den Rath gegeben haben, den uns der gute junge Mann hat geben lassen?

58. Werden Sie uns den Brief des Freundes selbst holen?

59. Den Rath, den uns der junge Mann gegeben hat, hätte er uns nicht geben können.

60. Hätte er uns den Brief gleich gegeben, so würden wir diesen grossen Fehler nicht gemacht haben.

XIII. and XIV.

Wenn der alte und kluge Lehrer . . .
If that old and prudent teacher . . .

XIII.

61. Wir würden diesem alten Manne den Rath nicht gegeben haben.

62. Wenn der kluge Lehrer den Brief hätte, so würde er ihn uns geben.

63. Wenn Sie wollen, so werden wir ihn holen lassen müssen.

64. Wenn Sie uns den Brief geben wollen, so werden Sie den Diener ihn gleich holen lassen müssen.

65. Der junge Mann und der alte Freund des klugen Lehrers wollen den Brief haben.

XIV.

66. Der Freund des klugen alten Lehrers hätte ihm den Rath gleich geben müssen.

67. Wenn Sie uns diesen Rath gleich gegeben hätten, so würden wir diesen Fehler nicht gemacht haben.

68. Lassen Sie uns dem alten Manne diesen Brief geben.

69. Wenn Sie diesen Brief nicht haben wollen, so werden wir ihn dem alten Lehrer geben.

70. Wollen wir ihn und den alten Lehrer gleich selbst holen?

Wenn der alte und kluge Lehrer uns den guten Rath selbst gegeben hätte, würden wir diesen grossen Fehler kaum gemacht haben können.

THIRD SENTENCE.

The little friend of the beautiful lady had the new carriage sent to the nearest railway-station, in order to drive to the town in it.

XV. and XVI.

The little friend of the beautiful lady . . .

XV.

71. The pretty lady-friend of the governess has sent the young man-servant to fetch the letter.
72. The young maid-servant of the school-mistress has been obliged to fetch the teacher's letter.
73. Don't you make the mistake which the rich lady's old friend has made.
74. Have you not fetched the letter you intended to fetch?
75. Has he not fetched the letter for the friend of the old governess?

XVI.

76. Are you not going to fetch the letter of the young lady-friend of the rich old lady?
77. Has the old lady-friend of the young governess sent for the letter for me?
78. He has hardly been inclined to give that advice to the young teacher of this rich old lady.
79. If you don't want to let me have the young lady's letter, give it to the old teacher.
80. Give the letter of the governess to the old servant, and make him take it to the good and clever teacher.

XVII. and XVIII.

. . . caused for herself the new coach . . .

XVII.

81. The little young lady caused this letter to be brought to me.
82. The rich old man had the new carriage, which he had had made for himself, brought to him.
83. This young lady had the old maid-servant sent for, who had fetched the letter.
84. If the knowing lady-friend of the good old lady had not given us good advice, we should have made that blunder.
85. The clever lady would have given advice to the old teacher if he had allowed himself to be advised.

THIRD SENTENCE.

XV. and XVI.

Die kleine Freundin der ſchönen Dame . . .
The little friend of-the beautiful lady . . .

XV.

71. Die ſchöne Freundin der Lehrerin hat den jungen Diener den Brief holen laſſen.
72. Die junge Dienerin der Lehrerin hat den Brief des Lehrers holen müſſen.
73. Machen Sie den Fehler nicht, den der alte Freund der reichen Dame gemacht hat.
74. Haben Sie den Brief nicht geholt, den Sie haben holen wollen?
75. Hat er dem Freund der alten Lehrerin den Brief nicht geholt?

XVI.

76. Werden Sie den Brief der jungen Freundin der reichen alten Dame nicht holen?
77. Hat die alte Freundin der jungen Lehrerin mir den Brief holen laſſen?
78. Er hat dem jungen Lehrer dieſer reichen alten Dame den Rath kaum geben wollen.
79. Wenn Sie mir den Brief der jungen Dame nicht geben wollen, ſo geben Sie ihn dem alten Lehrer.
80. Geben Sie dem alten Diener den Brief der Lehrerin, und laſſen Sie ihn ihn dem guten und klugen Lehrer bringen.

XVII. and XVIII.

. . . ließ ſich die neue Kutſche . . .
. . . caused herself the new coach . . .

XVII.

81. Die kleine junge Dame ließ mir dieſen Brief bringen.
82. Der reiche alte Mann ließ ſich die neue Kutſche bringen, die er ſich hat machen laſſen.
83. Dieſe junge Dame ließ ſich die alte Dienerin holen, die den Brief geholt hat.
84. Wenn die kluge Freundin der guten alten Dame uns den guten Rath nicht gegeben hätte, würden wir den Fehler gemacht haben.
85. Die kluge Dame würde dem alten Lehrer Rath gegeben haben, wenn er ſich hätte Rath geben laſſen.

XVIII.

86. He had the servant sent for, and made him bring the old man's letter.

87. Bring me that new carriage which you have had made for yourself.

88. We intended to have the coach made for us immediately.

89. Can you not have the coach sent for at once for me which you were going to bring?

90. Would you not be able to cause the new carriage to be brought to me at once?

XIX. and XX.

. . . to send to the nearest railway-station, . . .

XIX.

91. Send to the railway-station, and have the old coach brought here.

92. Will you send the servant to the nearest railway, and have the letter fetched for us?

93. The old lady's servant has had to take the new carriage to the station.

94. Send me the old servant immediately, and let him bring me the letter of the clever young lady-teacher.

95. If you should send to the railway, let the rich old lady's coach be fetched for me.

XX.

96. Since you have not sent us the letter, you will be obliged to order the servant to fetch it.

97. If he had sent us the new coach at once, the young servant would have been able to fetch the old lady.

98. He sent for the coach and the servant, and had the rich lady-friend and the young lady's-maid taken to the nearest large railway-station.

99. Has the servant of the rich old lady sent the new carriage at once?

100. If you will allow yourself to be advised, you will not commit that fault.

XVIII.

86. Er ließ den Diener holen und ließ ihn den Brief des alten Mannes bringen.

87. Bringen Sie mir die neue Kutſche, die Sie ſich haben machen laſſen.

88. Wir haben uns die Kutſche gleich machen laſſen wollen.

89. Können Sie mir die Kutſche nicht gleich holen laſſen, die Sie haben bringen wollen?

90. Würden Sie mir die neue Kutſche nicht gleich bringen laſſen können?

XIX. and XX.

. . . nach der nächſten Station der Eiſenbahn ſchicken, . . .

. . . to the nearest station of-the railway to-send . . .

XIX.

91. Schicken Sie nach der Eiſenbahnſtation, und laſſen Sie die alte Kutſche holen.

92. Wollen Sie den Diener nach der nächſten Eiſenbahn ſchicken und uns den Brief holen laſſen?

93. Der Diener der alten Dame hat die neue Kutſche nach der Station bringen müſſen.

94. Schicken Sie mir den alten Diener gleich, und laſſen Sie ihn mir den Brief der klugen jungen Lehrerin bringen.

95. Wenn Sie nach der Eiſenbahn ſchicken, ſo laſſen Sie mir die Kutſche der reichen alten Dame holen.

XX.

96. Da Sie uns den Brief nicht geſchickt haben, ſo werden Sie den Diener ihn holen laſſen müſſen.

97. Wenn er uns die neue Kutſche gleich geſchickt hätte, ſo würde der junge Diener die alte Dame haben holen können.

98. Er ließ die Kutſche und den Diener holen und ließ die reiche Freundin und die junge Dienerin nach der nächſten großen Eiſenbahnſtation bringen.

99. Hat der Diener der reichen alten Dame die neue Kutſche gleich geſchickt?

100. Wenn Sie ſich wollen Rath geben laſſen, ſo werden Sie den Fehler nicht machen.

XXI. and XXII.

. . . in order to drive in the same to the town.

XXI.

101. Have you given the letter to the young lady?

102. The same old man who, when in town, gave that prudent advice to the good old teacher has caused that identical advice to be given to us.

103. Are you going to drive to town to fetch the letter?

104. Let us drive to the station at once, to fetch the young man's little lady-friend.

105. Did he not intend to drive to the old friend of the clever teacher, in order to give him the good advice?

XXII.

106. Give the servant the letter to bring it to town to me directly.

107. We must send the old coach to town to have it repaired at once.

108. The servant has been obliged to have the rich old lady's coach, in which he intended to drive to town, repaired.

109. Shall we go to town by rail?

110. Are you going to order the old coach sent to me at the station?

The little friend of the beautiful lady had the new carriage sent to the nearest station of the railway, in order to drive to the town in the same.

FOURTH SENTENCE.

But at last the old female sent out for her box, because she had resolved to take, as soon as possible, her oft-projected long journey.

XXIII. and XXIV.

But at last the old female sent out . . .

XXIII.

111. The old lady sent her maid-servant out to have the letter fetched.

112. The old man declined to give the advice to the little boy.

113. The young lady intended to drive the old lady in the carriage to the station.

114. Have you at length fetched the letter for the rich man?

115. The young man-servant fetched the old gentleman from the town.

XXI. and XXII.

. . . um in derſelben zu der (zur) Stadt zu fahren.

. . . in-order in the-same to the town to drive.

XXI.

101. Haben Sie der jungen Dame den Brief gegeben?

102. Derſelbe alte Mann, der dem guten alten Lehrer in der Stadt den klugen Rath gegeben hat, hat uns denſelben Rath geben laſſen.

103. Fahren Sie nach der Stadt, um den Brief zu holen?

104. Laſſen Sie uns gleich nach der Station fahren, um die kleine Freundin des jungen Mannes zu holen.

105. Hat er nicht zu dem alten Freunde des klugen Lehrers fahren wollen, um demſelben den guten Rath zu geben?

XXII.

106. Geben Sie dem Diener den Brief, um ihn mir gleich nach der Stadt zu bringen.

107. Wir müſſen die alte Kutſche nach der Stadt ſchicken, um ſie gleich machen zu laſſen.

108. Der Diener hat die Kutſche der reichen alten Dame, in der er zur Stadt hat fahren wollen, machen laſſen müſſen.

109. Wollen wir in der Eiſenbahn zur Stadt fahren?

110. Werden Sie mir die alte Kutſche zur Station ſchicken laſſen?

Die kleine Freundin der ſchönen Dame ließ ſich die neue Kutſche nach der nächſten Station der Eiſenbahn ſchicken, um in derſelben zu der Stadt zu fahren.

FOURTH SENTENCE.

XXIII. and XXIV.

Aber endlich ſchickte die Alte aus . . .

But at-last sent the old out . . .

XXIII.

111. Die Alte ſchickte ihre Dienerin aus, um ſich den Brief holen zu laſſen.

112. Der Alte wollte dem Kleinen den Rath nicht geben.

113. Die Junge wollte die Alte in der Kutſche nach der Station fahren.

114. Haben Sie dem Reichen den Brief endlich geholt?

115. Der junge Diener holte den Alten aus der Stadt.

XXIV.

116. Fetch the letter from inside the carriage, but do not give it to the teacher.

117. If, however, you are not able to take the drive yourself, let us send the clever boy.

118. We might have given the letter at once to the teacher, but the young lady-friend objected.

119. Will you not at last be able to have the coach fetched for us from the town?

120. Very well; then we shall not be obliged to send the servant.

XXV. and XXVI.

. . . and ordered her box, because she had the determination . . .

XXV.

121. Order in for me immediately the new box, which you have had made.

122. The old man has taken the letter there at once.

123. You will find in the old box the letter you want to have.

124. The pretty little friend of the old gentleman sent her large box to the station, because she meant to go to town.

125. Do you intend to fetch us yourself from the town and to drive us to the station?

XXVI.

126. We are obliged to drive ourselves, because your lady-friend has sent out the servant.

127. The rich old lady has not been able to take a drive, because her maid had not ordered the coach.

128. He did not intend to let the good old man take the letter.

129. Have this letter taken for me to the post-office directly.

130. The little lady has sent the box to her friend in her own carriage.

XXIV.

116. Holen Sie den Brief aus der Kutſche, aber geben Sie ihn nicht dem Lehrer.

117. Wenn Sie aber nicht ſelbſt fahren können, ſo laſſen Sie uns den klugen Jungen ſchicken.

118. Wir hätten dem Lehrer den Brief gleich geben können, aber die junge Freundin wollte nicht.

119. Werden Sie uns nicht endlich die Kutſche aus der Stadt holen laſſen können?

120. Schön; ſo werden wir den Diener nicht zu ſchicken haben.

XXV. and XXVI.

. . . und beſtellte ihre Kiſte, weil ſie die Abſicht hatte, . . .

. . . and ordered her box, because she the intention had, . . .

XXV.

121. Beſtellen Sie mir gleich die neue Kiſte, die Sie haben machen laſſen.

122. Der Alte hat den Brief gleich beſtellt.

123. Sie werden den Brief, den Sie haben wollen, in der alten Kiſte finden.

124. Die ſchöne, kleine Freundin des alten Mannes ſchickte ihre große Kiſte nach der Station, weil ſie zur Stadt fahren wollte.

125. Haben Sie die Abſicht, uns ſelbſt aus der Stadt zu holen und nach der Station zu fahren?

XXVI.

126. Wir müſſen ſelbſt fahren, weil Ihre Freundin den Diener ausgeſchickt hat.

127. Weil ihre Dienerin die Kutſche nicht beſtellt hatte, hat die reiche Alte nicht ausfahren können.

128. Er hatte nicht die Abſicht, den guten Alten den Brief beſtellen zu laſſen.

129. Laſſen Sie mir dieſen Brief gleich nach der Poſt beſtellen.

130. Die Kleine hat ihrer Freundin die Kiſte in ihrer Kutſche bringen laſſen.

XXVII. and XXVIII.

. . . the already often-proposed longer journey . . .

XXVII.

131. He has often intended to make the journey to London, but has not been able to do it.

132. Send me the larger, and to your friend the smaller box.

133. If he has not given the letter to the servant, he has not had it himself.

134. We have repeatedly intended to take this journey.

135. The richer man has the finer coach and the wiser friend.

XXVIII.

136. Did the servant give orders directly about that box which has been sent to the station?

137. We cannot ourselves see about that letter which has been given to him.

138. Did she herself drive you to the nearest station in her coach?

139. He has very often wished to undertake that longer journey.

140. If he had been able to set out at once, he would have taken the letter himself.

XXIX. and XXX.

. . . with all possible despatch to undertake.

XXIX.

141. Send me the letter as soon as possible.

142. Are you going to take only this box to the station?

143. You will find the letter under the box, if you wish to have it.

144. We advise the young man not to undertake this journey.

145. She advised her pretty young friend not to go to town.

XXVII. and XXVIII.

... die ſchon oft vorgehabte längere Reiſe ...

... the already often proposed longer journey ...

XXVII.

131. Er hat ſchon oft vorgehabt, die Reiſe nach London zu machen, hat ſie aber nicht machen können.

132. Schicken Sie mir die größere und Ihrem Freunde die kleinere Kiſte.

133. Wenn er dem Diener den Brief nicht gegeben hat, ſo hat er ihn ſelbſt nicht gehabt.

134. Wir haben ſchon öfter die Abſicht gehabt, dieſe Reiſe zu machen.

135. Der reichere Mann hat die ſchönere Kutſche und den klügeren Freund.

XXVIII.

136. Hat der Diener die nach der Station geſchickte Kiſte gleich beſtellt?

137. Wir können den ihm gegebenen Brief nicht ſelbſt beſtellen.

138. Hat ſie Sie in ihrer Kutſche ſelbſt zur nächſten Eiſenbahn gefahren?

139. Er hat die längere Reiſe ſchon oft machen wollen.

140. Er würde den Brief ſelbſt beſtellt haben, wenn er hätte gleich fahren können.

XXIX. and XXX.

... ſobald als nur möglich zu unternehmen.

... so-soon as only possible to undertake.

XXIX.

141. Schicken Sie mir den Brief ſobald als möglich.

142. Werden Sie nur dieſe Kiſte nach der Station bringen?

143. Sie werden den Brief unter der Kiſte finden, wenn Sie ihn haben wollen.

144. Wir rathen dem jungen Manne, dieſe Reiſe nicht zu unternehmen.

145. Sie hat ihrer ſchönen Freundin den Rath gegeben, nicht nach der Stadt zu fahren.

XXX.

146. Do not undertake to make this box directly, for you cannot do it.

147. As soon as we are able, we will give your governess the letter.
148. If you are only willing, you will be well able to do it.
149. Did not this young lady advise the friend not to venture on that long voyage?
150. We do not often undertake to drive ourselves in that old coach to the town.

But at last the old lady sent out for her box, because she was determined to undertake the often-projected long journey as soon as possible.

FIFTH SENTENCE.

I hear that the ship, which was expected very early yesterday morning, will hardly be able to arrive here even this evening, in consequence, I suppose, of the very bad weather.

XXXI. and XXXII.

I hear that the ship, which was expected already early yesterday morning, . . .

XXXI.

151. As the old lady could not give the advice to her good friend yesterday, that friend made the great mistake.
152. The old servant had expected the ship already yesterday morning, and had intended to go in a boat to meet it.
153. She has often intended to make the journey.
154. The clever teacher had a coach ordered yesterday morning, in order to go to the nearest railway station.
155. He caused himself to be taken to the ship early, and intended to order the captain to come to him.

XXXII.

156. The old lady sent her servant for the good teacher.

157. She intends to have her box sent to the ship early to-morrow morning.
158. Have you not heard that the ship could not start for London yesterday?
159. If the old servant has not sent the box by rail, we must wait for the next ship.
160. Can you undertake to send this box to-morrow morning to the station for me?

XXX.

146. Unternehmen Sie nicht dieſe Kiſte gleich zu machen, wenn Sie nicht können.
147. Sobald als wir können, werden wir Ihrer Lehrerin den Brief geben.
148. Wenn Sie nur wollen, ſo werden Sie ſchon können.
149. Hat dieſe junge Dame der Freundin nicht gerathen, die lange Reiſe nicht zu unternehmen?
150. Wir unternehmen nicht oft, ſelbſt in der alten Kutſche nach der Stadt zu fahren.

Aber endlich ſchickte die Alte aus, und beſtellte ihre Kiſte, weil ſie die Abſicht hatte, die ſchon oft vorgehabte lange Reiſe ſobald als nur möglich zu unternehmen.

FIFTH SENTENCE.

XXXI. and XXXII.

Ich höre, daß das ſchon geſtern Morgen früh erwartete Schiff...
I hear that the already yesterday morning early expected ship . . .

XXXI.

151. Da die alte Dame ihrer guten Freundin geſtern den Rath nicht hat geben können, ſo hat dieſelbe den großen Fehler gemacht.
152. Der alte Diener hatte das Schiff ſchon geſtern Morgen erwartet, und hatte vorgehabt, nach demſelben zu fahren.
153. Sie hat ſchon oft vorgehabt, die Reiſe zu machen.
154. Der kluge Lehrer ließ ſich geſtern früh eine Kutſche beſtellen, um zu der nächſten Eiſenbahnſtation zu fahren.
155. Er ließ ſich ſchon früh zum Schiff fahren und hatte vorgehabt, den Capitain (*or* Captain) zu ſich zu beſtellen.

XXXII.

156. Die alte Dame ſchickte ihren Diener und ließ den guten Lehrer zu ſich beſtellen.
157. Sie will ſich ihre Kiſte morgen früh nach dem Schiffe ſchicken laſſen.

158. Haben Sie nicht gehört, daß das Schiff geſtern nicht nach London hat fahren können?
159. Wenn der alte Diener die Kiſte nicht mit der Eiſenbahn geſchickt hat, ſo müſſen wir das nächſte Schiff erwarten.
160. Können Sie unternehmen, mir dieſe Kiſte morgen früh nach der Station zu ſchicken?

XXXIII. and XXXIV.

. . . even this evening, as I believe, . . .

XXXIII.

161. Her old friend has, I hear, been unable to take the intended trip to town this evening.

162. He would not even believe the old teacher.

163. I do not hear so well as his servant.

164. As the old lady mistrusted the advice of her servant, she made yesterday, as I hear, the mistake which you and your friend expected.

165. The rich lady expected her ship to arrive yesterday.

XXXIV.

166. If you have only got that little box, we can take it ourselves to the station in the carriage to-night.

167. As you won't believe me, send for the old servant, and hear him.

168. Do you think that we shall be able to start for London to-morrow morning?

169. His little friend will not undertake that voyage, because her old teacher has advised her not to go.

170. If we cannot send the letter to-night, we think that the old man will take it to town to-morrow morning.

XXXV. and XXXVI.

. . . on account of the very bad weather, hardly . . .

XXXV.

171. The ship has not been able to leave to-day, on account of the bad weather.

172. The servant of the rich young lady thought he might expect good weather to-day.

173. The lady often took a drive in her old coach, even in very bad weather.

174. I did not expect this bad weather.

175. If the young teacher had believed the advice of his friend, he would hardly have driven out to-day in the bad weather.

XXXIII. and XXXIV.

. . . ſelbſt heute Abend, wie ich glaube, . . .

. . . even to-day evening, as I believe, . . .

XXXIII.

161. Ihr alter Freund hat, wie ich höre, heute Abend die vorgehabte Reiſe nach der Stadt nicht machen können.

162. Er hat nicht einmal dem alten Lehrer glauben wollen.

163. Ich höre nicht ſo gut, wie ſein Diener.

164. Da die alte Dame dem Rath ihrer Dienerin nicht hat glauben wollen, ſo hat ſie, wie ich höre, geſtern den Fehler gemacht, den Sie und Ihr Freund erwartet haben.

165. Die reiche Dame hat ihr Schiff ſchon geſtern erwartet.

XXXIV.

166. Wenn Sie nur die kleine Kiſte haben, ſo können wir ſie heute Abend ſelbſt in der Kutſche nach der Station bringen.

167. Da Sie mir nicht glauben wollen, ſo laſſen Sie den alten Diener holen und hören Sie ihn.

168. Glauben Sie, daß wir morgen früh nach London werden fahren können?

169. Seine kleine Freundin will die Reiſe nicht unternehmen, weil ihr alter Lehrer ihr den Rath gegeben hat, nicht zu fahren.

170. Wenn wir den Brief heute Abend nicht ſchicken können, ſo glauben wir, daß der alte Mann ihn morgen früh nach der Stadt bringt.

XXXV. and XXXVI.

. . . wegen des ſehr ſchlechten Wetters, ſchwerlich . . .

. . . on-account of-the very bad weather, hardly . . .

XXXV.

171. Das Schiff hat wegen des ſchlechten Wetters heute nicht fahren können.

172. Der Diener der reichen, jungen Dame hat geglaubt, heute ſchönes Wetter erwarten zu können.

173. Die Dame ließ ſich oft, ſelbſt in ſehr ſchlechtem Wetter, in ihrer alten Kutſche ausfahren.

174. Ich habe das ſchlechte Wetter nicht erwartet.

175. Wenn der junge Lehrer dem Rathe ſeines Freundes geglaubt hätte, ſo würde er heute in dem ſchlechten Wetter ſchwerlich ausfahren.

XXXVI.

176. I had intended to-day to take a journey to the nearest town; but on account of the bad weather, the ship and the trains do not start.

177. I hear the coach which the servant has ordered.

178. Her friend sent for a coach yesterday, as he did not expect to be able to go by boat, on account of the bad weather.

179. If we have the same bad weather to-morrow as to-day, we cannot possibly go to town.

180. As you cannot possibly go to-day, on account of the bad weather, you will have to wait here.

XXXVII. and XXXVIII.

. . . more here will arrive.

XXXVII.

181. We cannct send the old servant any more to-day.

182. She would not give me her good advice any more.

183. The servant will not come again to-day, as I hear.

184. He can scarcely have intended to order that coach for himself.

185. If we want to drive to town, we send the old servant to order the carriage.

XXXVIII.

186. I should go by rail.

187. Shall we travel to-day?

188. If she does not trust her old friend's counsel, we will not listen to her any more.

189. He will send for the letter presently; pray let him have it.

190. Do you think that the ship will be unable to arrive here to-day, on account of the weather?

I hear that the ship which was expected early yesterday morning, can, as I believe, hardly arrive here this evening, on account of the bad weather.

XXXVI.

176. Ich hatte heute vorgehabt, die Reiſe zur nächſten Stadt zu machen; das Schiff und die Eiſenbahn fahren aber des ſehr ſchlechten Wetters wegen heute nicht.

177. Ich höre die Kutſche, die der Diener beſtellt hat.

178. Ihr Freund ließ ſich geſtern die Kutſche beſtellen, da er glaubte, wegen des ſchlechten Wetters nicht in dem Schiff fahren zu können.

179. Wenn wir morgen daſſelbe ſchlechte Wetter haben, wie heute, ſo können wir unmöglich zur Stadt fahren.

180. Da Sie, wegen des ſchlechten Wetters, unmöglich heute fahren können, ſo werden Sie hier warten müſſen.

XXXVII. and XXXVIII.

. . . mehr hier ankommen wird.

. . . more here arrive will.

XXXVII.

181. Wir können den alten Diener heute nicht mehr ſchicken.

182. Sie hat mir ihren guten Rath nicht mehr geben wollen.

183. Der Diener wird, wie ich höre, heute nicht mehr kommen.

184. Er hat ſchwerlich vorgehabt, ſich die Kutſche zu beſtellen.

185. Wenn wir zur Stadt fahren wollen, ſo ſchicken wir den alten Diener, um die Kutſche zu beſtellen.

XXXVIII.

186. Ich würde in der Eiſenbahn fahren.

187. Wollen wir heute die Reiſe machen?

188. Glaubt ſie dem Rath ihres alten Freundes nicht, ſo wollen wir ſie nicht mehr hören.

189. Er wird ſich den Brief gleich holen laſſen; laſſen Sie ihn ihn nur haben.

190. Glauben Sie, daß das Schiff des Wetters wegen heute nicht hier ankommen können wird?

Ich höre, daß das ſchon geſtern Morgen früh erwartete Schiff ſelbſt heute Abend, wie ich glaube, wegen des ſchlechten Wetters, ſchwerlich mehr hier ankommen wird.

SIXTH SENTENCE.

We will for once follow him and his friend, and we had better have the lighter part of the luggage fetched directly, and taken to the neighbouring hotel; and we will go to bed there as soon as possible.

XXXIX. and XL.

We will follow him and his friend for once, . . .

XXXIX.

191. He has not felt disposed to follow the good advice which his old friend has caused to be given to him.

192. His old teacher would not undertake to advise him.

193. I believe that he has once before made a longer excursion in England.

194. If you will only wait, you will soon learn that you will be obliged to be here to-morrow morning.

195. The old man probably will not consent to fetch the letter.

XL.

196. The coach will with difficulty be able to convey the luggage.

197. Come as early as possible, and don't keep us waiting.

198. Have you sent the servant once before to-day to town to the old lady, to fetch the box?

199. The journey is longer than I thought, but very beautiful.

200. Come, if possible, to-night; but if you can't, we shall expect you in good time to-morrow.

XLI. and XLII.

. . . and rather fetch the lighter luggage directly, . . .

XLI.

201. The servant has sent the luggage to town in the coach.

202. He has sent his servant to town to fetch a lighter coach.

203. When the carriage of the lady's rich friend arrives, we will send the servant to town at once.

204. As soon as the boat arrives to-morrow, we will go to fetch his long-expected friend.

205. He will most likely prefer to go to town to-day, rather than to-morrow.

SIXTH SENTENCE.

XXXIX. and XL.

Wir wollen ihm und ſeinem Freund einmal folgen, . . .

We will him and his friend for-once follow, . . .

XXXIX.

191. Er hat dem guten Rathe, den ihm ſein alter Freund hat geben laſſen, nicht folgen wollen.

192. Sein alter Lehrer hat nicht unternehmen wollen, ihm zu rathen.

193. Ich glaube, daß er ſchon früher einmal eine längere Reiſe nach England gemacht hat.

194. Wenn Sie nur warten wollen, ſo werden Sie gleich hören, daß Sie morgen früh werden hier ſein müſſen.

195. Der alte Mann wird den Brief ſchwerlich holen wollen.

XL.

196. Die Kutſche wird das Gepäck kaum fahren können.

197. Kommen Sie ſo früh wie möglich und laſſen Sie uns nicht warten.

198. Haben Sie den Diener heute ſchon einmal zu der alten Dame in die Stadt geſchickt, um die Kiſte zu holen?

199. Die Reiſe iſt länger, als ich geglaubt hatte, aber ſehr ſchön.

200. Kommen Sie, wenn möglich, heute Abend; wenn Sie aber nicht können, ſo werden wir Sie morgen früh erwarten.

XLI. and XLII.

. . . und das leichtere Gepäck lieber gleich holen, . . .

. . . and the lighter luggage better directly fetch, . . .

XLI.

201. Der Diener hat das Gepäck in der Kutſche zur Stadt geſchickt.

202. Er hat ſeinen Diener nach der Stadt geſchickt, um eine leichtere Kutſche zu holen.

203. Wenn die Kutſche des reichen Freundes der Dame ankommt, ſo wollen wir den Diener gleich zur Stadt ſchicken.

204. Sobald als das Schiff morgen ankommt, wollen wir ſeinen lange erwarteten Freund holen.

205. Er wird lieber heute, als morgen nach der Stadt fahren wollen.

XLII.

206. Has his servant fetched his luggage already?

207. Will you not rather send the servant to the post-office?

208. He has sent the luggage to town by coach this morning already, because the stage will not go any more to-night.

209. Allow yourself at length to be advised for once, and do not go any more in that bad old boat.

210. If the luggage should arrive to-day, send it for us to the hotel directly.

XLIII. and XLIV.

. . . and cause to be taken to the nearest hotel, . . .

XLIII.

211. The lady is going to have her luggage brought to the railway to-morrow morning.

212. Your friend ordered his coach to be brought for him to the station, but it will not arrive.

213. On account of the bad weather, we will rather let the luggage be taken to the station at once in the coach.

214. If I did not expect the luggage, I should drive to town at once.

215. Shall we drive to the hotel at once?

XLIV.

216. She would not consent to be driven to the neighbouring town, not even in the old lady's carriage.

217. Send me the wine I have ordered at once, if you can, to-night.

218. If you have not already taken this journey, you can hardly believe how easily you can do so.

219. Believe me, that that young man would rather have followed his old teacher's advice than not.

220. If you go to town, fetch me that box we have left at the hotel.

XLII.

206. Hat ſein Diener ſein Gepäck ſchon geholt?

207. Wollen Sie nicht lieber den Diener zur Poſt ſchicken?

208. Er hat das Gepäck ſchon heute Morgen in der Kutſche nach der Stadt geſchickt, weil die Poſt heute Abend nicht mehr fahren wird.

209. Laſſen Sie ſich endlich einmal rathen, und fahren Sie nicht mehr in dem alten ſchlechten Schiff.

210. Wenn das Gepäck heute ankommt, ſo ſchicken Sie uns daſſelbe gleich nach dem Hotel.

XLIII. and XLIV.

. . . und zu dem nahen Gaſthaus bringen laſſen, . . .

. . . and to the near hotel to-bring cause, . . .

XLIII.

211. Die Dame wird ſich ihr Gepäck morgen früh nach der Eiſenbahn bringen laſſen.

212. Ihr Freund hat ſich ſeine Kutſche zu der Station holen laſſen, aber dieſelbe wird nicht ankommen.

213. Wegen des ſchlechten Wetters wollen wir das Gepäck lieber gleich in der Kutſche zur Station bringen laſſen.

214. Wenn ich das Gepäck nicht erwartete, ſo würde ich gleich nach der Stadt fahren.

215. Wollen wir gleich nach dem Hotel fahren?

XLIV.

216. Sie hat ſich nicht einmal in der Kutſche der alten Dame nach der nahen Stadt fahren laſſen wollen.

217. Schicken Sie mir den Wein, den ich beſtellt habe, wenn Sie können, gleich heute Abend.

218. Sie können kaum glauben, wie leicht Sie die Reiſe machen können, wenn Sie ſie nicht ſelbſt gemacht haben.

219. Glauben Sie mir, daß der junge Mann dem Rathe ſeines alten Lehrers lieber gefolgt hätte, als nicht.

220. Wenn Sie nach der Stadt fahren, ſo holen Sie mir die Kiſte, die wir in dem Gaſthaus gelaſſen haben.

XLV. and XLVI.

. . . and go to bed there as soon as possible.

XLV.

221. Come early, if you can. Very well! we will come as soon as possible.

222. Put the letter into the box, and leave it there.

223. Shall we go to bed so early?

224. His friend wanted to send for his luggage as soon as possible, but the servant preferred not to fetch it to-day, on account of the bad weather.

225. If he does not believe the good advice of his friend, he will make that great blunder.

XLVI.

226. If she intended to take her friend's prudent advice, she would drive to town at last.

227. He wanted to take the journey himself.

228. She has not even wished to take the beautiful tour.

229. The old servant has intended to go to bed very early to-night; he feels very ill.

230. The man who offered to fetch the box for the young lady's friend to whom he had brought the letter, has been obliged to leave it in town.

We will for once follow him and his friend, and have the lighter part of the luggage fetched directly and taken to the neighbouring hotel, and go to bed there as soon as possible.

SEVENTH SENTENCE.

A pressing letter from a sick business-acquaintance, which has just been brought to me, renders it necessary for me to take a short excursion to visit a small watering-place on the northern coast of Germany.

XLVII. and XLVIII.

A pressing letter from a sick business-friend, . . .

XLVII.

231. The good old man intended to take that pressing letter himself to the post at once.

232. The old friend of the rich lady wished to fetch the long letter.

233. The next letter from his sick friend can hardly arrive to-day.

234. His long-expected business-acquaintance will arrive to-day at last, and bring the long-expected letter of the beautiful young lady.

235. As soon as that letter arrives, he will be able to make the long-intended journey on business.

XLV. and XLVI.

. . . und uns da möglichſt bald ins Bett legen.

. . . and us there possiblest soon into-the bed lay.

XLV.

221. Wenn Sie können, ſo kommen Sie früh! Schön! wir werden möglichſt bald kommen.

222. Legen Sie den Brief in die Kiſte und laſſen Sie ihn da.

223. Wollen wir uns ſchon ſo früh ins Bett legen?

224. Sein Freund hat möglichſt bald nach ſeinem Gepäck ſchicken wollen, aber der Diener hat daſſelbe des ſchlechten Wetters wegen heute lieber nicht holen wollen.

225. Glaubt er dem guten Rath ſeines Freundes nicht, ſo wird er den großen Fehler machen.

XLVI.

226. Wenn ſie die Abſicht hätte, den klugen Rath ihrer Freundin zu hören, ſo würde ſie endlich einmal zur Stadt fahren.

227. Er hat die Reiſe ſelbſt machen wollen.

228. Sie hat ſelbſt die ſchöne Reiſe nicht machen wollen.

229. Der alte Diener hat vorgehabt, ſich heute Abend ſehr früh ins Bett zu legen; ihm iſt ſehr ſchlecht.

230. Der Mann, der der Freundin der jungen Dame, der er den Brief gebracht hatte, die Kiſte hat holen wollen, hat ſie in der Stadt laſſen müſſen.

Wir wollen ihm und ſeinem Freund einmal folgen, und das leichtere Gepäck lieber gleich holen und zu dem nahen Gaſthaus bringen laſſen, und uns da möglichſt bald ins Bett legen.

SEVENTH SENTENCE.

XLVII. and XLVIII.

Ein dringender Brief eines kranken Geſchäftsfreundes, . . .

A pressing letter of-a sick business-friend, . . .

XLVII.

231. Der gute alte Mann hat den dringenden Brief gleich ſelbſt zur Poſt zu bringen vorgehabt.

232. Der alte Freund der reichen Dame hat den langen Brief holen wollen.

233. Der nächſte Brief ſeines kranken Freundes wird heute ſchwerlich mehr ankommen.

234. Sein lange erwarteter Geſchäftsfreund wird heute endlich ankommen und den lange erwarteten Brief der ſchönen, jungen Dame bringen.

235. Sobald als der Brief ankommt, wird er die ſchon ſo lange vorgehabte Geſchäftsreiſe machen können.

XLVIII.

236. He has concluded that important transaction to-day.

237. If the rich lady had wished to do that important business, she could have sent the young servant to the town yesterday evening.

238. If the boat does not get in so soon as we expect, we shall hardly arrive in town to-night.

239. He fancies that a good business might be done here.

240. I had scarcely sent the letter to the post-office before his friend arrived here himself.

XLIX. and L.

. . . which has just been brought to me, . . .

XLIX.

241. A letter has been given to me just now, which the old lady has sent.

242. The letter which the teacher's friend has sent to me to-day is very pressing.

243. The servant has refused to give me the letter he has just brought.

244. Has the letter been taken to town already?

245. If the coach has not arrived, we cannot send to fetch the letter.

L.

246. I would rather send the old servant to the boat, and make him fetch the letter.

247. Has the letter which the old teacher's business-friend so long intended to send to town not been sent to-day?

248. As the letter has not arrived, he will not go to bed.

249. A letter has just been brought to me, which her old teacher has left here.

250. It is not good, that the young man has been left here in this town.

XLVIII.

236. Er hat heute das große Geſchäft gemacht.

237. Wenn die reiche Dame das große Geſchäft hätte machen wollen, ſo würde ſie den jungen Diener ſchon geſtern Abend nach der Stadt haben ſchicken können.

238. Wenn das Schiff nicht ſo früh ankommt, wie wir erwarten, ſo werden wir ſchwerlich heute Abend in der Stadt ankommen.

239. Er glaubt, daß ſich hier ein Geſchäft machen laſſen wird.

240. Kaum hatte ich den Brief zur Poſt geſchickt, ſo kam ſein Freund ſelbſt hier an.

XLIX. and L.

. . . welcher mir ſo eben gebracht worden iſt, . . .

. . . which to-me just now brought been is, . . .

XLIX.

241. Mir iſt ſo eben ein Brief gegeben worden, den die alte Dame geſchickt hat.

242. Der Brief, den mir der Freund des Lehrers heute geſchickt hat, iſt ſehr dringend.

243. Der Diener hat mir den Brief, welchen er ſo eben gebracht hat, nicht geben wollen.

244. Iſt der Brief ſchon nach der Stadt gebracht worden?

245. Wenn die Kutſche nicht angekommen iſt, ſo können wir den Brief nicht holen laſſen.

L.

246. Ich würde lieber den alten Diener zu dem Schiff ſchicken und ihn den Brief holen laſſen.

247. Iſt der Brief, den der Geſchäftsfreund des alten Lehrers ſchon ſo lange die Abſicht hatte, nach der Stadt zu ſchicken, heute nicht geſchickt worden?

248. Da der Brief nicht angekommen iſt, ſo wird er ſich nicht zu Bett legen.

249. Mir iſt ſo eben ein Brief gebracht worden, den ihr alter Lehrer hier gelaſſen hat.

250. Es iſt nicht gut, daß der junge Mann hier in dieſer Stadt gelaſſen worden iſt.

LI. and LII.

. . . compels me to a short excursion . . .

LI.

251. The old servant will prefer not to follow me into the town.

252. His friend intended to ask me yesterday to join him at the hotel.

253. The short excursion to the town is very pretty.

254. We intended to have made the short excursion to the station yesterday in the carriage of the teacher's old friend.

255. The intention of your friend to go to town to-day has compelled us to send to the railway early this morning, and to order the coach to the hotel.

LII.

256. Take the luggage out of the coach, and take it into the house.

257. As you press me so very hard, I shall not depart to-night.

258. The excursion is short, you can easily make it.

259. Send for us directly, as soon as the old man arrives, because we have to give him this letter.

260. Do not urge me on to undertake this journey, because, I tell you for once, I won't do so.

LIII. and LIV.

. . . in order a very small bathing-place . . .

LIII.

261. The ship will go to the little bathing-place to-morrow.

262. I think he would rather drive at once to the town, in order to be able to take her friend's pressing letter to the young lady at the hotel.

263. He hardly heard me yesterday evening.

264. On account of so small a mistake, the old teacher's guest has been unable to make the pleasant journey to the pretty little watering-place.

265. The first hotel in the large town is very good, but not so good as the one in the little watering-place.

LI. and LII.

. . . nöthigt mich zu einem kurzen Ausflug, . . .

. . . compels me to a short excursion, . . .

LI.

251. Der alte Diener wird mir lieber nicht in die Stadt folgen wollen.

252. Sein Freund hat mich gestern zu sich ins Hotel nöthigen wollen.

253. Der kurze Ausflug nach der Stadt ist sehr schön.

254. Wir haben schon gestern den kurzen Ausflug zu der Station in der Kutsche des alten Freundes des Lehrers machen wollen.

255. Die Absicht ihres Freundes, schon heute nach der Stadt zu fahren, hat uns genöthigt, heute Morgen früh zur Eisenbahn zu schicken und die Kutsche zum Hotel zu bestellen.

LII.

256. Nehmen Sie das Gepäck aus der Kutsche und bringen Sie dasselbe in das Haus.

257. Da Sie mich so dringend nöthigen, so werde ich heute Abend nicht fahren.

258. Der Ausflug ist kurz, Sie können ihn leicht machen.

259. Lassen Sie uns gleich holen, sobald als der Alte ankommt, weil wir ihm diesen Brief zu geben haben.

260. Nöthigen Sie mich nicht, diese Reise zu unternehmen, weil ich dieselbe einmal nicht machen will.

LIII. and LIV.

. . . um einen ganz kleinen Badeplatz . .

. . . in-order a very small bathing-place . . .

LIII.

261. Das Schiff wird morgen nach dem kleinen Badeplatze fahren.

262. Ich glaube er würde lieber gleich nach der Stadt fahren, um der jungen Dame den dringenden Brief ihrer Freundin ins Hotel bringen zu können.

263. Er hat mich gestern Abend schwerlich gehört.

264. Wegen eines so kleinen Fehlers hat der Gast des alten Lehrers die schöne Reise nach dem kleinen, schönen Badeplatz nicht machen können.

265. Das erste Gasthaus in der großen Stadt ist sehr gut, aber nicht so gut, wie das in dem kleinen Badeplatz.

LIV.

266. I expected him yesterday, but he has not arrived.

267. If this place is too small for him, he will have to find a larger one for himself.

268. Do you prefer bathing here?

269. To make this journey cannot have been rendered so totally impracticable to him as he tries to make us believe.

270. Is that little watering-place so very beautiful, as we have often heard?

LV. and LVI.

. . . on the north coast of Germany to visit.

LV.

271. That little place is, as I hear, on the northern coast of England.

272. At last the ship arrived yesterday from Germany, but the old teacher has not arrived in it.

273. Here is a pretty place, we shall visit it frequently.

274. I would soon visit Germany, if I could.

275. We have long intended to visit that little watering-place.

LVI.

276. If we wish to visit him, we shall prefer going by rail.

277. If you intend to go to the concert, you will be obliged to get a place ordered beforehand.

278. Never mind, let the boy come to visit us; we shall find room for him.

279. Come and see us to-night after business; you will find a dear old friend.

280. I hear that the ship in which our long-expected friends were to come, arrived off the north coast last night.

A pressing letter from a sick business-acquaintance, which has just been brought to me, compels me to (take) a short excursion, in order to visit a small watering-place on the northern coast of Germany.

LIV.

266. Ich erwartete ihn ſchon geſtern, er iſt aber nicht gekommen.

267. Wenn der Platz ihm zu klein iſt, ſo wird er ſich einen größeren finden müſſen.

268. Baden Sie lieber hier?

269. Dieſe Reiſe zu machen, hat ihm nicht ſo ganz unmöglich gemacht werden können, wie er uns glauben machen will.

270. Iſt der kleine Badeplatz ſo ſehr ſchön, wie wir oft gehört haben?

LV. and LVI.

. . . an der Nordküſte von Deutſchland, zu beſuchen.

. . . on the north-coast of Germany to visit.

LV.

271. Der kleine Platz iſt, wie ich höre, an der Nordküſte von England.

272. Das Schiff iſt geſtern endlich von Deutſchland hier angekommen, aber der alte Lehrer iſt in demſelben nicht angekommen.

273. Hier iſt ein ſchöner Platz, den wollen wir oft beſuchen.

274. Ich würde Deutſchland bald beſuchen, wenn ich könnte.

275. Wir haben ſchon lange vorgehabt, den kleinen Badeplatz einmal zu beſuchen.

LVI.

276. Wenn wir ihn beſuchen wollen, ſo fahren wir lieber in der Eiſenbahn.

277. Wenn Sie das Concert beſuchen wollen, ſo werden Sie ſich einen Platz beſtellen laſſen müſſen.

278. Laſſen Sie den Jungen uns nur beſuchen kommen; wir werden ſchon Platz für ihn finden.

279. Kommen Sie uns heute Abend nach dem Geſchäft beſuchen; Sie werden einen lieben alten Freund finden.

280. Das Schiff, in welchem unſere lange erwarteten Freunde kommen ſollten, iſt geſtern Abend an der Nordküſte angekommen; ſo höre ich.

Ein dringender Brief eines kranken Geſchäftsfreundes, welcher mir ſo eben gebracht worden iſt, nöthigt mich zu einem kurzen Ausflug, um einen kleinen Badeplatz an der Nordküſte von Deutſchland zu beſuchen.

EIGHTH SENTENCE.

Well, come along. You know very well how few answers have been received to my first enquiry in last Monday's paper; however, there is still room for hope.

LVII. and LVIII.

Yes, go you with us; and it is well known, you see, . . .

LVII.

281. Yes, you see, they would not believe me.
282. Have they already given him the letter which his old friend sent him to-day?
283. Yes; they gave it to him already early this morning.
284. I do not know the nearest station of that railway, so you had better send the servant.
285. They sent for us yesterday morning to come to town.

LVIII.

286. He has been compelled to send his servant twice to the ship.

287. As soon as the ship arrives, send a servant to the nearest hotel, to order a bed for me.
288. Look you, they have been expecting me a long time; the old lady's carriage is already there.
289. I know full well that we cannot manage this so easily as you believe.
290. I think that we can no longer expect the letter by this mail.

LIX. and LX.

. . . how few answers to my first enquiry . . .

LIX.

291. I see that the coach will hardly arrive any more to-day.

292. He would rather go to bed soon, because he is not well.

293. The old lady believes that her little friend is not well, and has advised us to send her to some small watering-place on the northern coast of Germany.
294. In the letter which arrived here yesterday is the answer, which he meant to have given us long ago.
295. Will you go with us? Yes, if you wish it!—Very well, come along then at once; we cannot wait long.

EIGHTH SENTENCE.

LVII. and LVIII.

Ja, gehen Sie mit uns; und ſehen Sie, man weiß ganz wohl, . . .

Yes, go you with us, and look you, one knows very well . . .

LVII.

281. Ja, ſehen Sie, man hat mir nicht glauben wollen.
282. Hat man ihm den Brief, den ſein alter Freund ihm heute geſchickt hat, ſchon gegeben?
283. Ja, man hat ihm denſelben ſchon heute Morgen früh gegeben.
284. Ich weiß die nächſte Station der Eiſenbahn nicht, ſchicken Sie lieber den Diener.
285. Man hat uns geſtern früh zur Stadt holen laſſen.

LVIII.

286. Er iſt genöthigt worden, ſeinen Diener zweimal nach dem Schiff zu ſchicken.
287. So bald als das Schiff ankommt, ſchicken Sie einen Diener nach dem nächſten Gaſthaus, um mir ein Bett zu beſtellen.
288. Sehen Sie, man erwartet mich ſchon lange; die Kutſche der alten Dame iſt ſchon da.
289. Ich weiß wohl, daß wir dieſes nicht ſo leicht machen können, wie Sie glauben.
290. Ich glaube, daß wir den Brief mit dieſer Poſt nicht mehr zu erwarten haben.

LIX. and LX.

. . . wie wenige Antworten auf meine erſte Anfrage . . .

. . . how few answers to my first enquiry . . .

LIX.

291. Ich ſehe wohl, daß die Kutſche heute ſchwerlich mehr ankommen wird.
292. Er wird ſich lieber bald zu Bett bringen laſſen, da er nicht wohl iſt.
293. Die alte Dame glaubt, daß ihre kleine Freundin nicht wohl iſt, und hat uns gerathen, ſie nach einem kleinen Badeplatz an der Nordküſte Deutſchland's zu ſchicken.
294. In dem Brief, der geſtern hier angekommen iſt, iſt die Antwort, die er uns ſchon lange hat geben wollen.
295. Werden Sie mit uns gehen? Ja, wenn Sie wollen!—Schön, ſo kommen Sie gleich; wir können nicht lange warten.

LX.

296. One hardly believes how easily this might be done.

297. If you don't want to go out with us, I suppose we shan't go either.

298. If his friend is not well, he will be obliged to send for a doctor.

299. Didn't he want to reply to his old friend's letter yesterday?

300. Reply to his letter as soon as possible.

LXI. and LXII.

. . . in our last Monday's paper till now . . .

LXI.

301. The last answer of our young teacher's friend is very short.

302. He is obliged to make his answer to the pressing enquiry of his old friend as short as possible, and to give it as soon as possible.

303. Our old servant has, upon the advice of his prudent friend, made a bathing-excursion to a watering-place in Germany.

304. I had intended to-day to make an enquiry in town, for a good servant.

305. The last letter but one of my old business-friend is very pressing and long.

LXII.

306. The day is long, and the weather is fine; shall we make an excursion to the coast?

307. Would you not prefer to go to town on Monday?

308. Do you not find this day finer than the last on which we intended to go out of town?

309. Till now I have not heard from our friend in England.

310. Wait there till I come; I shall not keep you waiting long.

LX.

296. Man glaubt kaum, wie leicht ſich dieſes machen laſſen würde.

297. Wenn Sie nicht mit uns ausgehen wollen, ſo werden wir wohl ſelbſt nicht gehen.

298. Wenn ſein Freund nicht wohl iſt, ſo wird er zu einem Doctor ſchicken müſſen.

299. Hat er geſtern nicht auf den Brief ſeines alten Freundes antworten wollen?

300. Antworten Sie auf ſeinen Brief ſobald als nur möglich.

LXI. and LXII.

. . . in unſerer letzten Montagszeitung bis jetzt . . .

. . . in our last Monday's-paper till now . . .

LXI.

301. Die letzte Antwort der Freundin unſeres jungen Lehrers iſt ſehr kurz.

302. Er iſt genöthigt, ſeine Antwort auf die dringende Anfrage ſeines alten Freundes möglichſt kurz zu machen und dieſelbe möglichſt bald zu geben.

303. Unſer alter Diener hat auf den Rath ſeines klugen Freundes eine Badereiſe nach einem Badeplatz in Deutſchland gemacht.

304. Ich hatte vorgehabt, heute in der Stadt eine Anfrage wegen eines guten Dieners zu machen.

305. Der vorletzte Brief meines alten Geſchäftsfreundes iſt ſehr dringend und lang.

LXII.

306. Der Tag iſt lang und das Wetter iſt ſchön; wollen wir einen Ausflug nach der Küſte machen?

307. Würden Sie nicht lieber am Montag nach der Stadt gehen?

308. Finden Sie nicht, daß dieſer Tag ſchöner iſt, als der letzte, an dem wir aus der Stadt gehen wollten?

309. Bis jetzt habe ich nicht von unſerem Freunde in England gehört.

310. Warten Sie da, bis ich komme; ich werde Sie nicht lange warten laſſen.

LXIII. and LXIV.

. . . have reached you; but can I still hope.

LXIII.

311. Yes, he has been there, and has brought me a letter from you, which has obliged me to drive to town at once and fetch my friend from the railway-station.

312. Has not the boat arrived yet?

313. I do not think so, as I hear that it can hardly arrive to-day, on account of the bad weather.

314. Has he been at your house to-day to give you my letter?

315. I think he has, but I have not been there yet to fetch the letter.

LXIV.

316. The weather is still very bad; I do not think that we shall be able to go.

317. I hear that you have been here once before to-day.

318. Do you not believe yet that your friend there has committed a very great blunder?

319. Do come along at last! I can't and won't wait any longer for you.

320. How little may one expect to get a decent answer out of this lad!

Well, go with us, and, look you, it is perfectly well known how few answers to my first enquiry in the last Monday's paper have reached you; but I still can always hope.

NINTH SENTENCE.

The time for the arrival of the second train must have past more than half an hour ago, and it is now too late to receive the intelligence which you have been long expecting, and which you say you wanted so much.

LXV. and LXVI.

The time for the arrival of the second train . . .

LXV.

321. At the arrival of the mail, send my servant at once, to bring me my letters.

322. Arrival comes from to arrive.

323. The last evening-mail arrives here very early.

324. I know well that my friend cannot now arrive to-day.

325. My friend arrived yesterday evening by the boat from Germany, and was taken to a very bad hotel by his old servant.

LXIII. and LXIV.

. . . bei Ihnen gewesen sind; doch kann ich noch immer hoffen.

. . . with you been are; but can I still always hope.

LXIII.

311. Ja, er ist da gewesen und hat mir einen Brief von Ihnen gebracht, der mich genöthigt hat, gleich nach der Stadt zu fahren, um meinen Freund von der Eisenbahnstation zu holen.

312. Ist das Schiff noch immer nicht angekommen?

313. Ich glaube nicht; da ich höre, das dasselbe heute wegen des schlechten Wetters schwerlich mehr ankommen kann.

314. Ist er heute bei Ihnen gewesen, um Ihnen meinen Brief zu bringen?

315. Ich glaube ja, doch bin ich noch nicht da gewesen, um mir den Brief zu holen.

LXIV.

316. Das Wetter ist noch immer sehr schlecht; ich glaube nicht, daß wir fahren können.

317. Ich höre, daß Sie heute Morgen schon einmal hier gewesen sind.

318. Glauben Sie immer noch nicht, daß Ihr Freund da einen sehr großen Fehler gemacht hat?

319. So kommen Sie doch endlich! Ich kann und will nicht länger auf Sie warten.

320. Wie wenig kann man doch erwarten, von diesem Jungen eine gute Antwort zu hören!

Ja, gehen Sie mit uns und, sehen Sie, man weiß ganz wohl, wie wenige Antworten auf meine erste Anfrage in der letzten Montagszeitung bis jetzt bei Ihnen gewesen sind; doch kann ich noch immer hoffen.

NINTH SENTENCE.

LXV. and LXVI.

Die Zeit für die Ankunft des zweiten Zuges . . .

The time for the arrival of-the second train . . .

LXV.

321. Bei Ankunft der Post, schicken Sie meinen Diener gleich zu mir, um mir meine Briefe zu bringen.

322. Ankunft kommt von ankommen.

323. Die letzte Abendpost kommt hier schon sehr früh an.

324. Ich weiß wohl, daß mein Freund heute nicht mehr ankommen kann.

325. Mein Freund ist gestern Abend mit dem Schiff von Deutschland hier angekommen, und ist von seinem alten Diener in ein sehr schlechtes Hotel gebracht worden.

LXVI.

326. Had we not better go at once by this train?

327. It is useless to expect the arrival of the German boat to-day.

328. He sent for our servant, and sent him out to enquire at what time we were to expect the train.

329. The time is too short to send to-day to your friend's country-house.

330. Do you not prefer being in the country at this time of the year, than in town?

LXVII. and LXVIII.

. . . must have past at least half an hour ago . . .

LXVII.

331. My servant must arrive with my letters in half an hour.

332. We can easily drive from here to town in half an hour.

333. I think it is already half an hour past the arrival of the mail.

334. I must send a servant to the post-office at once to fetch my letters.

335. Has he not once had the intention to visit a German watering-place? I think he has, but he has not been able to go, on account of pressing business.

LXVIII.

336. He has just now come past here; have you not seen him?

337. It is fully now an hour that I have been waiting for him here.

338. She has hoped to find to-day, at your place, at least two replies to her enquiry in last Monday's paper.

339. The time is long past, and if your friend does not come immediately, we must go.

340. If you go home and come past his house, just see how long he has been at home.

LXVI.

326. Fahren wir nicht lieber gleich mit dieſem Zuge?

327. Die Ankunft des deutſchen Schiffes iſt heute nicht mehr zu erwarten.

328. Er ließ unſeren Diener kommen und ſchickte ihn aus, um zu fragen, zu welcher Zeit wir auf den Zug zu warten hätten.

329. Die Zeit iſt zu kurz, um heute noch nach dem Landhauſe Ihres Freundes zu ſchicken.

330. Sind Sie zu dieſer Zeit nicht lieber auf dem Lande, als in der Stadt?

LXVII. and LXVIII.

... muß wenigſtens eine halbe Stunde vorbei ſein; ...

... must at-least a half hour past be; ...

LXVII.

331. Mein Diener muß mit meinen Briefen in einer halben Stunde ankommen.

332. Von hier bis zur Stadt fahren wir leicht in einer halben Stunde.

333. Ich glaube, es iſt ſchon eine halbe Stunde nach Ankunft der Poſt.

334. Ich muß gleich einen Diener nach der Poſt ſchicken, um meine Briefe zu holen.

335. Hat er nicht einmal die Abſicht gehabt, einen Badeplatz in Deutſchland zu beſuchen? Ich glaube ja, aber er hat wegen dringender Geſchäfte nicht gut fahren können.

LXVIII.

336. Er iſt ſo eben hier vorbei gekommen; haben Sie ihn nicht geſehen?

337. Schon eine Stunde lang warte ich hier auf ihn.

338. Sie hat heute wenigſtens zwei Antworten auf ihre Anfrage in der letzten Montagszeitung bei Ihnen zu finden gehofft.

339. Die Zeit iſt ſchon lange vorbei, und wenn Ihr Freund nicht gleich kommt, ſo müſſen wir gehen.

340. Wenn Sie nach Haus gehen und an ſeinem Hauſe vorbei kommen, ſo ſehen Sie doch einmal, wie lange er ſchon zu Hauſe iſt.

LXIX. and LXX.

. . . it is now, as you know, too late, . . .

LXIX.

341. Now is your time to find him at home; he always goes out later.

342. Don't you know, then, that I intend to undertake this journey as soon as possible?

343. There! you see for yourself how easily any one can make that mistake.

344. You might have known this full well, if you had listened to us.

345. Well now, how is it? is his teacher coming to visit us to-day?

LXX.

346. Would you not rather walk than go by rail?

347. At what hour does the next train arrive here?

348. I think in a few minutes; but you had better ask this man, he must know it.

349. Must people always wait so long here for the boat?

350. On account of the mistake you have made, I am compelled to go to town thus late.

LXXI. and LXXII.

. . . to receive your news which you have so long expected . . .

LXXI.

351. Do you still hope to receive news to-day?

352. Has your friend received the expected news?

353. Send me information as soon as possible.

354. Good morning! How do you do? How does our young friend get on to-day?—is he better than yesterday?

355. In an hour I must hear from him.

LXIX. and LXX.

. . . es iſt nun, wie Sie wiſſen, zu ſpät, . . .

. . . it is now, as you know, too late, . . .

LXIX.

341. Nun iſt es Zeit, ihn zu Hauſe zu finden; ſpäter geht er immer aus.

342. Wiſſen Sie denn nicht, daß ich vorhabe, dieſe Reiſe möglichſt bald zu unternehmen?

343. Da ſehen Sie nun ſelbſt, wie leicht man dieſen Fehler machen kann.

344. Sie hätten das ganz gut wiſſen können, wenn Sie auf uns gehört hätten.

345. Nun, wie iſt es? wird ſein Lehrer uns heute beſuchen kommen?

LXX.

346. Gehen Sie nicht lieber, als daß Sie mit dem Eiſenbahnzug fahren?

347. Um welche Stunde kommt der nächſte Zug hier an?

348. Ich glaube, in wenigen Minuten; doch fragen Sie lieber dieſen Mann, er muß es wiſſen.

349. Muß man hier immer ſo lange auf das Schiff warten?

350. Wegen des Fehlers, den Sie gemacht haben, bin ich genöthigt ſo ſpät noch zur Stadt zu gehen.

LXXI. and LXXII.

. . . Ihre Nachrichten zu bekommen, die Sie längſt erwartet haben, . . .

. . . your news to receive, which you long expected have, . . .

LXXI.

351. Hoffen Sie heute noch Ihre Nachrichten zu bekommen?

352. Hat Ihr Freund die erwarteten Nachrichten bekommen?

353. Schicken Sie mir möglichſt bald Nachricht.

354. Guten Morgen! Wie geht's? Was macht unſer junger Freund heute?—geht es ihm beſſer als geſtern?

355. In einer Stunde muß ich von ihm hören.

LXXII.

356. Your servant has arrived half an hour too late.

357. You know how long I have already been waiting for that letter, but the mail-boat has not been able to arrive off the coast, on account of the bad weather.

358. My friend had the news brought to the hotel by a servant, because he is so ill that he is obliged to see a doctor.

359. I hear the mail arrived a long time ago, but I have not yet received the long-waited-for letter.

360. Do you not see that my friend is ill?

LXXIII. and LXXIV.

. . . and which, as you say, you want.

LXXIII.

361. Good evening, my dear friend; how are you? how is business? how do you find the weather?—warm, eh?

362. Tell me, do you want a carriage?

363. Have you told your servant to order a cab to take us into the town?

364. If the post does not arrive very soon, we cannot get our letters to-day.

365. To make the journey to the watering-place, we want very fine weather.

LXXIV.

366. It is no longer necessary to send a servant to the post-office; the letters arrived long ago.

367. As you say that you cannot now set out to-day, we will order a bed at once, and only have our luggage taken to the railway.

368. My business is so pressing, that I must start this very evening; I am obliged to be in town early to-morrow morning.

369. Do you think that he has seen me?

370. As soon as we want a carriage, we will send a servant to the hotel to fetch one.

The time for the arrival of the second train must have passed more than half an hour ago; and you know it is now too late for you to receive the news, which you have been long expecting, and which you say you want so much.

LXXII.

356. Ihr Diener iſt eine halbe Stunde zu ſpät angekommen.

357. Sie wiſſen ja, wie lange ich den Brief ſchon erwartet habe, aber das Poſtſchiff hat wegen des ſchlechten Wetters nicht an der Küſte ankommen können.

358. Mein Freund ließ ſich ſeine Nachrichten von ſeinem Diener ins Hotel bringen, da er ſo krank iſt, daß er genöthigt iſt, ſich von einem Doctor beſuchen zu laſſen.

359. Ich höre, daß die Poſt ſchon längſt angekommen iſt, aber ich habe den längſt erwarteten Brief noch nicht bekommen.

360. Sehen Sie nicht, daß mein Freund krank iſt?

LXXIII. and LXXIV.

. . . und die Sie, wie Sie ſagen, ſo nöthig haben.

. . . and which you, as you say, so necessary have.

LXXIII.

361. Guten Abend, mein lieber Freund; wie geht's? Wie geht das Geſchäft? Wie finden Sie das Wetter?—warm, he?

362. Sagen Sie mir, haben Sie eine Kutſche nöthig?

363. Haben Sie Ihrem Diener geſagt, eine Kutſche zu beſtellen, um uns in die Stadt zu fahren?

364. Wenn die Poſt nicht ſehr bald ankommt, können wir unſere Briefe heute nicht mehr bekommen.

365. Um die Reiſe nach dem Badeplatz machen zu können, haben wir ſehr ſchönes Wetter nöthig.

LXXIV.

366. Es iſt nicht mehr nöthig, einen Diener zur Poſt zu ſchicken; die Briefe ſind ſchon längſt angekommen.

367. Da Sie ſagen, daß Sie heute nicht mehr fahren können, ſo wollen wir lieber gleich ein Bett beſtellen und nur unſer Gepäck nach der Eiſenbahn bringen laſſen.

368. Meine Geſchäfte ſind ſo dringend, daß ich noch heute Abend fahren muß; ich bin genöthigt morgen früh in der Stadt zu ſein.

369. Glauben Sie, daß er mich geſehen hat?

370. Sobald als wir eine Kutſche nöthig haben, wollen wir lieber einen Diener zum Hotel ſchicken, um eine zu holen.

Die Zeit für die Ankunft des zweiten Zuges muß wenigſtens eine halbe Stunde vorbei ſein; es iſt nun, wie Sie wiſſen, zu ſpät, Ihre Nachrichten zu bekommen, die Sie längſt erwartet haben und die Sie, wie Sie ſagen, ſo nöthig haben.

TENTH SENTENCE.

A little girl, whom I know, and who has been learning German for about three months, actually speaks this difficult language already with tolerable fluency, whilst he knows nothing of it.

LXXV. and LXXVI.

A little girl, whom I know slightly, . . .

LXXV.

371. A little girl, who was here just now, has brought me a letter from my friend in Germany, in which he sends me the last news.

372. Does the doctor think that a trip to some watering-place will do you good?

373. Don't you remember me? I remember you very well; we were once on the same day at the pretty little hotel, near the railway-station.

374. Do you believe that he knows that the post has not arrived, and that it is now so late that it cannot arrive to-day?

375. I know this young man very well, and am aware that he knows English very well.

LXXVI.

376. You pretend to know German, and don't know that one cannot say this?

377. Don't you know that the young lady with whom you have been so long acquainted knows German?

378. Tell me, pray, how this is to be done.

379. How do you express this in English?

380. My little girl has been poorly for some time, and the doctor says that I must send her to the sea-side to bathe.

LXXVII. and LXXVIII.

. . . who during a quarter-year has learnt German, . . .

LXXVII.

381. I have been learning German for a long time.

382. My friend has learnt German for scarcely half a year, which is not long.

383. That little girl has wanted before to learn German.

384. We had hoped to be able to learn German here at last.

385. My young friend has already been four years and a half in Germany, in order to learn German, but I hear from his old master, who has been there with him for a few days, that he has not made much progress yet.

TENTH SENTENCE.

LXXV. and LXXVI.

Ein kleines Mädchen, welches ich ein wenig kenne, . . .

A little maiden, which I a little know, . . .

LXXV.

371. Ein kleines Mädchen, das so eben hier gewesen ist, hat mir einen Brief von meinem Freunde in Deutschland gebracht, in welchem er mir die letzten Nachrichten schickt.

372. Glaubt der Doctor, daß Ihnen ein Ausflug ins Bad gut sein wird?

373. Kennen Sie mich nicht mehr? Ich kenne Sie noch sehr gut; wir sind einmal an einem Tage in dem schönen, kleinen Hotel an der Eisenbahnstation gewesen.

374. Glauben Sie wohl, daß er weiß, daß die Post heute nicht angekommen ist, und daß es jetzt so spät ist, daß sie nicht mehr ankommen kann?

375. Ich kenne diesen jungen Mann sehr gut, und weiß, daß er sehr gut Englisch kann.

LXXVI.

376. Sie wollen Deutsch können, und wissen nicht daß man dieses nicht sagen kann?

377. Wissen Sie nicht, daß die junge Dame, die Sie schon so lange kennen, Deutsch kann?

378. Sagen Sie mir doch einmal, wie man das machen muß.

379. Wie sagt man dies im Englischen?

380. Mein kleines Mädchen ist schon längere Zeit nicht ganz wohl, und der Doctor sagt mir, daß ich sie nach der Küste ins Bad schicken muß.

LXXVII. and LXXVIII.

. . . das während eines Vierteljahres Deutsch gelernt hat, . . .

. . . who during one quarter-year German learnt has, . . .

LXXVII.

381. Ich lerne nun schon sehr lange Deutsch.

382. Mein Freund hat kaum während eines halben Jahres Deutsch gelernt; das ist nicht lange.

383. Das kleine Mädchen hat schon früher einmal Deutsch lernen wollen.

384. Wir haben gehofft, hier nun endlich einmal Deutsch lernen zu können.

385. Mein junger Freund ist schon vier und ein halbes Jahr in Deutschland, um Deutsch zu lernen, aber ich höre von seinem alten Lehrer, der wenige Tage da bei ihm gewesen ist, daß er noch immer nicht gut lernt.

LXXVIII.

386. This boy has learnt very little during that long time.

387. Our new teacher is very good; at least, my little girl learns her English very well with him.

388. The weather has been very bad this whole year.

389. The weather has been so bad, that I have been unwilling to let my little girl set out on her journey.

390. Whilst you are waiting here at the boat, it is very easily possible that our friends will arrive by rail.

LXXIX. and LXXX.

. . . speaks, it is really true, this difficult language . . .

LXXIX.

391. Does his teacher really speak German as well as we have been told?

392. Our little girl already speaks this difficult language very well; I think she has not been long learning it.

393. It is true that the mail-boat from England has not arrived to-day; I believe it is on account of the bad weather.

394. Have you not for a long time intended to learn German?

395. This beautiful young girl speaks German very well; it is a very rich, and very difficult language.

LXXX.

396. It is hardly to be believed that he can speak German already.

397. We intend to learn German as soon as possible, and if we follow a good system, we shall learn it sooner even than you think.

398. Very bad German is spoken there, as my former teacher has told me.

399. If you had followed me before, and learned German, you would, when you want it so much, know it now.

400. Are you not going to see your sick friend this evening, who has sent for you more than twice already?

LXXVIII.

386. Dieſer Junge hat während der langen Zeit ſehr wenig gelernt.

387. Unſer neuer Lehrer iſt ſehr gut; wenigſtens lernt mein Mädchen mit ihm ihr Engliſch ſehr leicht.

388. Das Wetter iſt dieſes ganze Jahr ſehr ſchlecht geweſen.

389. Das Wetter iſt ſo ſchlecht geweſen, daß ich mein kleines Mädchen nicht habe wollen abreiſen laſſen.

390. Während Sie hier an dem Schiffe warten, iſt es ganz gut möglich, daß unſere Freunde mit der Eiſenbahn ankommen.

LXXIX. and LXXX.

. . . ſpricht, es iſt wirklich wahr, dieſe ſchwere Sprache . . .

. . . speaks, it is actually true, this heavy language . . .

LXXIX.

391. Spricht ſein Lehrer Deutſch wirklich ſo gut, wie man uns geſagt hat?

392. Unſer kleines Mädchen ſpricht dieſe ſchwere Sprache ſchon ſehr gut; ich glaube, ſie hat ſie nicht lange gelernt.

393. Es iſt wahr, daß das Poſtſchiff von England heute nicht angekommen iſt; ich glaube, es iſt wegen des ſchlechten Wetters.

394. Haben Sie nicht ſchon längſt die Abſicht gehabt, Deutſch zu lernen?

395. Dieſes ſchöne, junge Mädchen ſpricht Deutſch ſehr gut; es iſt eine ſehr reiche und ſehr ſchwere Sprache.

LXXX.

396. Es iſt kaum zu glauben, daß er jetzt ſchon Deutſch ſprechen kann.

397. Wir haben vor, möglichſt bald Deutſch zu lernen, und wenn wir einem guten Syſtem folgen, ſo werden wir es ſelbſt früher lernen, als Sie glauben.

398. Man ſpricht da, wie mir mein früherer Lehrer geſagt hat, ganz ſchlechtes Deutſch.

399. Wenn Sie mir früher gefolgt und Deutſch gelernt hätten, ſo würden Sie es nun, da Sie es ſo nöthig haben, können.

400. Werden Sie Ihren kranken Freund, der doch ſchon mehr als zweimal nach Ihnen geſchickt hat, heute Abend nicht beſuchen?

LXXXI. and LXXXII.

. . pretty fluently, whilst he understands nothing thereof.

LXXXI.

401. Is your letter finished already? I should hardly have believed it.
402. This young man speaks German rather fluently; he has learnt it for almost three years, and has always been very industrious.
403. We will go to bed while your servant gets the luggage ready.

404. As soon as your letter is finished, take it to the post; it must be on the point of starting.
405. During my long excursion to this bathing-place in England, I saw your London friend.

LXXXII.

406. Don't tell your friend that you intend to go out with me.

407. I shall have done with it presently, if you will only wait for a quarter of an hour.
408. We shall go to bed early, as we do not feel quite well in this bad weather.
409. The box is so large and heavy, that we shall have to send the carriage to fetch it.
410. It is not decent for a boy thus to speak to his teacher.

A little girl whom I slightly know, and who has been learning German for a quarter of a year, speaks, it is really true, this difficult language with tolerable readiness, whilst he knows nothing of it.

ELEVENTH SENTENCE.

Though he was diligent and eager in his studies, and though he has taken lessons nearly four times as long as I have, he was unable a short time ago either to write a sentence quickly and correctly, or to read one fluently.

LXXXIII. and LXXXIV.

In spite of his diligent, eager studying, . . .

LXXXIII.

411. In spite of his having studied it very hard for three years, he still speaks German very badly.
412. In spite of your intention to have visited me long ago, you have not been yet.
413. My friend is now studying German very industriously.
414. It is too late now to send to the hotel, as the ship must be here in less than half an hour.
415. We have already been waiting a long time for the ship, but it is not in sight yet.

LXXXI. and LXXXII.

. . . ziemlich fertig, während er nichts davon verſteht.

. . . decently ready, whilst he nothing thereof understands.

LXXXI.

401. Iſt Ihr Brief ſchon fertig? Ich hätte es wirklich kaum geglaubt.
402. Dieſer junge Mann ſpricht ziemlich fertig Deutſch; er hat es faſt drei Jahre lang gelernt und iſt immer ſehr fleißig geweſen.
403. Wir wollen uns zu Bett legen, während Ihr Diener das Gepäck fertig macht.
404. Sobald als Ihr Brief fertig iſt, bringen Sie Ihn nach der Poſt; ſie muß ſehr bald fahren.
405. Während meines längeren Ausfluges nach dieſem Badeplatz in England, habe ich Ihren Londoner Freund geſehen.

LXXXII.

406. Sagen Sie Ihrem Freunde nichts davon, daß Sie vorhaben, mit mir auszugehen.
407. Ich werde gleich damit fertig ſein, wenn Sie nur eine Viertelſtunde warten wollen.
408. Wir werden früh zu Bett gehen, da wir bei dieſem ſchlechten Wetter nicht ganz wohl ſind.
419. Die Kiſte iſt ſo groß und ſchwer, daß wir die Kutſche werden ſchicken müſſen, um ſie zu holen.
410. Es ziemt ſich nicht, daß ein Junge ſo mit ſeinem Lehrer ſpricht.

Ein kleines Mädchen, welches ich ein wenig kenne, das während eines Vierteljahres Deutſch gelernt hat, ſpricht, es iſt wirklich wahr, dieſe ſchwere Sprache ziemlich fertig, während er nichts davon verſteht.

ELEVENTH SENTENCE.

LXXXIII. and LXXXIV.

Trotz ſeines fleißigen, eifrigen Studirens, . . .

In-spite-of his diligent, eager studying, . . .

LXXXIII.

411. Trotz ſeines fleißigen Studirens von drei Jahren, ſpricht er noch immer ſehr ſchlechtes Deutſch.
412. Trotz Ihrer Abſicht, mich ſchon längſt einmal zu beſuchen, ſind Sie noch immer nicht da geweſen.
413. Mein Freund ſtudirt jetzt ſehr eifrig Deutſch.
414. Es iſt zu ſpät, jetzt noch nach dem Hotel zu ſchicken, da das Schiff ſchon in weniger als einer halben Stunde hier ſein muß.
415. Wir haben das Schiff ſchon lange Zeit erwartet, aber es iſt noch immer nicht zu ſehen.

LXXXIV.

416. Do you expect to stay in this town for any length of time?

417. In spite of my enquiry, I have not heard of him yet.

418. His answer must be here soon.

419. I have seen him at the railway-station; he must have some business there.

420. If the little one reads too hard, he will make himself ill.

LXXXV. and LXXXVI.

. . . and in spite of his having taken nearly four times as much instruction . . .

LXXXV.

421. In spite of my most diligent study, I know very little English as yet.

422. I have as yet heard nothing of my friend, who went on business to Germany.

423. This little bathing-place was much frequented last year; but I heard that there were at least three times as many visitors there as the summer before last.

424. Do you not understand me? I have told you twice already that I will not drive to the station again to-day, and you know yourself that I cannot.

425. Your friend understands English quite well, but he speaks only very little as yet, and he still takes lessons.

LXXXVI.

426. When yesterday I wanted his advice very much, he would not give it to me; I can hardly understand it.

427. How long has your young friend had lessons in German?

428. I have not seen my friend for some time; he has been almost a year abroad.

429. We have been waiting for him till now, but now we must go, because we have urgent business.

430. Does the young man take his luggage along with him, or is he going to have it sent after him?

LXXXIV.

416. Erwarten Sie, lange Zeit in dieſer Stadt zu ſein?

417. Trotz meiner Anfrage, habe ich von ihm bis jetzt noch immer nicht gehört.

418. Seine Antwort muß bald hier ſein.

419. Ich habe ihn auf der Eiſenbahnſtation geſehen; er muß Geſchäfte da haben.

420. Wenn der Kleine zu eifrig ſtudirt, ſo wird er ſich krank machen.

LXXXV. and LXXXVI.

. . . und trotzdem er beinah viermal länger Unterricht nimmt . . .

. . . and in-spite-of-that he almost four-times longer instruction takes . . .

LXXXV.

421. Trotz meines fleißigſten Studirens, kann ich bis jetzt noch ſehr wenig Engliſch.

422. Ich habe bis jetzt noch nichts von meinem Freunde gehört, der in Geſchäften nach Deutſchland gefahren iſt.

423. Dieſer kleine Badeplatz iſt im letzten Jahre ſehr beſucht geweſen; wenigſtens habe ich gehört, daß wenigſtens dreimal mehr Beſucher da geweſen ſind, als im vorletzten Sommer.

424. Verſtehen Sie mich nicht? Ich habe Ihnen doch ſchon zweimal geſagt, daß ich heute nicht mehr nach der Station fahren will, und ſie wiſſen ſelbſt, daß ich nicht kann.

425. Ihr Freund verſteht Engliſch ganz gut, aber er ſpricht bis jetzt nur ſehr wenig, und nimmt noch immer Unterricht.

LXXXVI.

426. Als ich geſtern ſeinen Rath ſehr nöthig hatte, hat er mir denſelben nicht geben wollen; ich kann das kaum verſtehen.

427. Wie lange hat Ihr junger Freund Unterricht im Deutſchen gehabt?

428. Ich habe meinen Freund längere Zeit nicht geſehen; er iſt beinah ein Jahr lang im Auslande geweſen.

429. Wir haben ihn bis jetzt erwartet, doch müſſen wir nun gehen, weil wir dringende Geſchäfte haben.

430. Nimmt der junge Mann ſein Gepäck mit, oder wird er es ſich nachſchicken laſſen?

LXXXVII. and LXXXVIII.

. . . than I, he was certainly unable, a short time ago, one sentence . . .

LXXXVII.

431. This sentence is very long and difficult; I can hardly understand it.

432. Have you received no newspaper to-day, and has the post not come? It is almost always late.

433. The coach has come well to-day; we have arrived almost a quarter of an hour sooner than we expected.

434. Pray speak English rather than German; I can hardly understand anything of what you say.

435. Can you not speak German? because you do not answer me.

LXXXVIII.

436. You pronounce well; nevertheless you still make mistakes.

437. Will you rather post to town than go by a private carriage?

438. I have sent him a letter a short time ago, but have as yet received no answer.

439. Is it settled that you are not going to any watering-place this year?

440. We could not possibly come sooner, because we had letters to send off.

LXXXIX. and XC.

. . . to write quickly and correctly, or to read quickly enough.

LXXXIX.

441. This young man can read and write German very well, but I do not think he can speak it well enough.

442. He intends, however, to go to Germany very soon for a year, in order to learn the language in the country.

443. It is not certain yet that we shall start to-morrow.

444. Owing to my large business transactions with Italy, I often require the earliest and most reliable news from thence.

445. Do you know for certain that there is another mail to-night?

LXXXVII. and LXXXVIII.

. . . als ich, konnte er vor kurzem ſicher keinen Satz . .

. . . than I, could he before short certainly no sentence . . .

LXXXVII.

431. Dieſer Satz iſt ſehr lang und ſchwer; ich kann ihn kaum verſtehen.

432. Haben Sie heute keine Zeitung bekommen, und iſt die Poſt noch nicht da? Sie kommt beinah immer zu ſpät.

433. Die Kutſche iſt heute ſehr gut gefahren; wir ſind beinah eine Viertelſtunde früher angekommen, als wir erwarteten.

434. Sprechen Sie lieber Engliſch als Deutſch; ich kann beinah nichts verſtehen von dem, das Sie ſagen.

435. Können Sie kein Deutſch ſprechen? weil Sie mir nicht antworten.

LXXXVIII.

436. Sie ſprechen gut aus; doch machen Sie noch immer Fehler.

437. Wollen Sie lieber mit der Poſt, als mit einer Privatkutſche zur Stadt fahren?

438. Ich habe ihm vor kurzem einen Brief geſchickt, aber bis jetzt noch keine Antwort bekommen.

439. Iſt es ſicher, daß Sie dieſes Jahr keine Badereiſe machen werden?

440. Wir konnten unmöglich früher kommen, weil wir Briefe abzuſchicken hatten.

LXXXIX. and XC.

. . . raſch und richtig ſchreiben, oder ſchnell genug leſen.

. . . quickly and correctly to-write, or quickly enough to-read.

LXXXIX.

441. Dieſer junge Mann kann ſehr gut Deutſch leſen und ſchreiben, aber ich glaube nicht, daß er es gut genug ſprechen kann.

442. Doch hat er vor, ſehr bald auf ein Jahr nach Deutſchland zu reiſen, um die Sprache im Lande zu lernen.

443. Es iſt noch immer nicht ſicher, daß wir morgen fahren werden.

444. Ich habe wegen meiner großen Geſchäfte nach Italien oft die ſchnellſten und ſicherſten Nachrichten von da nöthig.

445. Wiſſen Sie ſicher, daß die Poſt heute Abend noch einmal fahren wird?

XC.

446. Let us peruse this letter once more; it is very pressing, is it not?

447. I observe that you do not pronounce this sentence correctly.
448. Whilst I am writing, you can tell the servant that he must take the letter to the post-office.
449. We read in the newspaper that the Sultan was in England a short time ago.
450. If you have not enough of it yet, I will soon send you more.

In spite of his diligent and eager studying, and in spite of his having taken lessons almost four times longer than I have, he was unable a short time ago either to write a sentence expeditiously and correctly or to read one sufficiently quickly.

TWELFTH SENTENCE.

It seems as if some people can do everything without any trouble and without any hesitation much better than others, who take the greatest pains about it.

XCI. and XCII.

It seems as if some people, . . .

XCI.

451. It seems as if you had no time to write the letter.
452. Does not the weather to-day seem to you too bad to go out in?
453. I have been told that only very few people were at the concert yesterday.
454. There have been this year almost four times more people at Ostend to bathe than there were last year.
455. Do you know whether the train from Cologne has arrived yet?

XCII.

456. It seems so to me, but I cannot tell you for certain.
457. How is it that you have not been at my house for so long? Have you not had time?
458. I expect some letters; but it seems as if they would not arrive to-day.
459. I should like to know whether there is yet time to go by the latest train.
460. What do you think of this wine? Is it not very good?

XC.

446. Laſſen Sie uns dieſen Brief noch einmal leſen; er iſt ſehr dringend, nicht wahr?

447. Ich höre, daß Sie dieſen Satz nicht richtig ausſprechen.

448. Während ich ſchreibe, können Sie dem Diener ſagen, daß er den Brief zur Poſt bringen muß.

449. Wir haben in der Zeitung geleſen, daß der Sultan vor kurzem in England geweſen iſt.

450. Wenn Sie noch nicht genug davon haben, ſo will ich Ihnen bald mehr ſchicken.

Trotz ſeines fleißigen, eifrigen Studirens und trotzdem, daß er beinah viermal länger Unterricht nimmt, als ich, konnte er vor kurzem ſicher keinen Satz raſch und richtig ſchreiben oder ſchnell genug leſen.

TWELFTH SENTENCE.

XCI. and XCII.

Es ſcheint, als ob einige Leute, . . .

It seems as if some people, . . .

XCI.

451. Es ſcheint, als ob Sie keine Zeit hätten, den Brief zu ſchreiben.

452. Scheint Ihnen das Wetter heute nicht zu ſchlecht zum Ausgehen?

453. Man hat mir geſagt, daß geſtern nur ſehr wenige Leute im Concert geweſen ſind.

454. Es ſind dieſes Jahr beinah viermal mehr Leute in Oſtende im Bad geweſen, als im letzten Jahre.

455. Wiſſen Sie, ob der Zug von Cöln ſchon angekommen iſt?

XCII.

456. Es ſcheint mir ſo, doch kann ich es Ihnen nicht ſicher ſagen.

457. Wie kommt es, daß Sie ſo lange nicht bei mir geweſen ſind? Haben Sie keine Zeit gehabt?

458. Ich erwarte einige Briefe; es ſcheint aber, als wenn ſie heute nicht mehr ankommen würden.

459. Ich möchte wiſſen, ob es noch Zeit iſt, mit dem letzten Zuge zu fahren.

460. Wie finden Sie dieſen Wein? Scheint er Ihnen nicht ſehr gut?

XCIII. and XCIV.

. . . without any trouble or hesitating . . .

XCIII.

461. You cannot learn anything without some trouble.

462. Speak out, and do not hesitate; I cannot wait.

463. People here all seem to believe that the boat will not arrive to-night.

464. Have you given all my letters to my servant, to put them into my box?

465. All my friends advise me to take a trip to some watering-place this summer.

XCIV.

466. If you tarry any longer, we shall certainly be late.

467. Without my advice you would most certainly have made that mistake.

468. You had better ask your doctor whether you may go out in this weather; I should not advise you to do so.

469. Learning German is very troublesome to me, and I do not believe that I shall be able to learn it.

470. The consequence of your long hesitation is that you cannot go with us now, because you have not got your luggage ready.

XCV. and XCVI.

. . . should do everything much better than others, . . .

XCV.

471. It is not everybody's affair to give advice to others.

472. Other people can do that, if they like; I shall have nothing to do with it.

473. Would it really be impossible still to undertake this matter to-day?

474. He ought rather to have done that at once.

475. Had I not better send the other luggage after you by rail?

XCIII. and XCIV.

. . . ohne alle Mühe und ohne Zögern . . .

. . . without any trouble and without hesitation . . .

XCIII.

461. Ohne Mühe kann man nichts lernen.

462. Sprechen Sie, und zögern Sie nicht lange; ich kann nicht warten.

463. Die Leute hier ſcheinen alle zu glauben, daß das Schiff heute Abend nicht mehr ankommen wird.

464. Haben Sie meinem Diener alle meine Briefe gegeben, um ſie in meine Kiſte zu legen?

465. Alle meine Freunde rathen mir, dieſen Sommer eine Badereiſe zu machen.

XCIV.

466. Wenn Sie noch länger zögern, ſo werden wir ſicher zu ſpät kommen.

467. Ohne meinen Rath würden Sie den Fehler ganz ſicher gemacht haben.

468. Fragen Sie lieber ihren Doctor, ob Sie bei dem Wetter ausgehen können; ich würde Ihnen nicht dazu rathen.

469. Das Lernen der Deutſchen Sprache macht mir große Mühe, und ich glaube nicht, daß ich ſie werde lernen können.

470. Die Folge Ihres langen Zögerns iſt, daß Sie nun nicht mehr mitfahren können, weil Sie Ihr Gepäck noch nicht fertig haben.

XCV. and XCVI.

. . . jede Sache viel beſſer thun ſollten als andere, . . .

. . . every thing much better do should than others, . . .

XCV.

471. Es iſt nicht Jedermanns Sache, Andern Rath zu geben.

472. Andere Leute können das thun, wenn ſie wollen; ich werde nichts damit zu thun haben.

473. Sollte es wirklich nicht möglich ſein, dieſe Sache heute noch zu unternehmen?

474. Er hätte das lieber gleich thun ſollen.

475. Soll ich Ihnen nicht lieber das andere Gepäck mit der Eiſenbahn nachſchicken?

XCVI.

476. Can it be possible that those latest news from Mexico are true?

477. He told the servant soon enough to do it immediately and quickly.

478. Your teacher has told you that you ought to study more industriously, and write more.

479. Must you not still write the other letters to-day?

480. This hotel is said to be the best in the town; however, I know none of the others.

XCVII. and XCVIII.

. . . who give themselves the greatest pains about it.

XCVII.

481. You will want it when, during your next business-tour, you visit Germany.

482. I have not troubled myself as yet about learning it, but I hope soon to get a good teacher, who will teach me better than the last one I had.

483. It seems as if, with all the pains that you pretend to have taken up to this time, your German is still very indifferent; you must read harder.

484. This young man has very quickly taught his friend to read, write, and speak German.

485. He has, however, taken the greatest possible pains about it, and his friend has been very industrious for almost a year.

XCVIII.

486. Certainly not one of your friends can teach you English better than I can, since I have been for almost seven years in the country.

487. I am able to speak that difficult language quite fluently, and to write it quite correctly and expeditiously.

488. But it seems to me almost as if you believed that one can learn German without any trouble.

489. I have been very ill for more than three months; but I have at last followed the advice of your friend, and have visited that watering-place for a short time, and now I am as well as anyone.

490. The news we have received yesterday are said not to be true.

It seems as if some people were to do everything without any trouble or hesitation much better than others, who take the greatest pains about it.

XCVI.

476. Sollten dieſe neueſten Nachrichten von Mexiko wirklich wahr ſein?

477. Er hat dem Diener früh genug geſagt, daß er es gleich und ſchnell thun ſollte.

478. Ihr Lehrer hat Ihnen geſagt, daß Sie fleißiger ſtudiren und mehr ſchreiben ſollten.

479. Müſſen Sie nicht die andern Briefe heute noch ſchreiben?

480. Dieſes Hotel ſoll das beſte in der Stadt ſein; ich kenne aber keines von den Anderen.

XCVII. and XCVIII.

. . . die ſich die größte Mühe damit geben.

. . . who to-themselves the greatest trouble therewith give.

XCVII.

481. Sie werden es nöthig haben, wenn Sie auf Ihren nächſten Geſchäftsreiſen Deutſchland beſuchen.

482. Ich habe mir bis jetzt noch keine Mühe gegeben, es zu lernen, aber ich hoffe, bald einen guten Lehrer zu bekommen, der mich beſſer lehren wird, als der letzte, den ich hatte.

483. Es ſcheint, als ob mit alle der Mühe, die Sie ſich bis jetzt gegeben haben wollen, Ihr Deutſch noch immer ſehr ſchlecht iſt; Sie müſſen mehr ſtudiren.

484. Dieſer junge Mann hat ſeinen Freund ſehr raſch Deutſch leſen, ſchreiben und ſprechen gelehrt.

485. Er hat ſich aber alle mögliche Mühe gegeben, und ſein Freund iſt beinah ein Jahr lang ſehr fleißig geweſen.

XCVIII.

486. Es kann Sie ſicher keiner Ihrer Freunde beſſer Engliſch lehren, als ich, da ich beinah ſieben Jahre lang in dem Lande geweſen bin.

487. Dieſe ſchwere Sprache kann ich ganz fertig ſprechen und ganz richtig und raſch ſchreiben.

488. Es ſcheint mir aber beinah, als ob Sie glauben, daß man Deutſch ohne alle Mühe lernen könne.

489. Mehr als ein Vierteljahr lang bin ich ſehr krank geweſen; ich habe aber dem Rathe Ihres Freundes endlich gefolgt und den kleinen Badeplatz während kurzer Zeit beſucht, und nun bin ich ſo wohl wie Einer.

490. Die Nachrichten, die wir geſtern bekommen haben, ſollen nicht wahr ſein.

Es ſcheint, als ob einige Leute ohne alle Mühe und ohne Zögern jede Sache viel beſſer thun ſollten, als andere, die ſich die größte Mühe damit geben.

THIRTEENTH SENTENCE.

Dear friend, have a cheerful mind and firm hope of rapid convalescence and of complete cessation of every suffering.

XCIX. and C.

Dear friend, be you of cheerful mind; firm hope . . .

XCIX.

491. My good sick friend, be cheery; you will be able to go to bed very soon.

492. A brighter prospect of fine weather than to-day and yesterday we have not had during our journey.

493. A cheerful mind is necessary for everything, says my friend.

494. Much time and trouble are always required for the purpose of learning a language perfectly.

495. I cannot be cheerful while I know that my dearest friend is ill.

C.

496. Dear friend, write to me as soon as you arrive in Germany.

497. Let me know without delay whether the last news from here was expected there or not.

498. And whether business is good throughout the country, and, if not, whether at least safe transactions can be made with Messrs. Schmidt and Müller at Berlin.

499. My good man, can you tell me whether the Ostend boat has arrived?

500. Would it not be better for you to make your servant do this?

CI. and CII.

. . . of rapid convalescence, as well as complete ceasing of every suffering . . .

CI.

501. Good health is better than anything.

502. All suffering must have an end at last.

503. That sick man knows well that an early termination of his long suffering is not to be expected.

504. We will not suffer any longer delay.

505. We have been hoping until it seems that all hope must cease at last.

THIRTEENTH SENTENCE.

XCIX. and C.

Lieber Freund, ſeien Sie frohes Muthes; feſte Hoffnung . . .
Dear friend, be you of cheerful mind; steadfast hope . . .

XCIX.

491. Guter kranker Freund! Seien Sie froh, Sie werden ſich möglichſt bald zu Bett legen können.

492. Feſtere Hoffnung auf ſchönes Wetter haben wir auf unſerer Reiſe noch nicht gehabt, als heute und geſtern.

493. Guter Muth iſt zu Allem nöthig, ſagt mein Freund.

494. Lange Zeit und viele Mühe ſind zum fertigen Lernen einer Sprache immer nöthig.

495. Ich kann nicht guten Muthes ſein, wenn ich weiß, daß mein liebſter Freund krank iſt.

C.

496. Lieber Freund! Schreiben Sie mir, ſobald als Sie in Deutſchland ankommen.

497. Laſſen Sie mich ohne Zögern wiſſen, ob die letzten Nachrichten von hier da erwartet worden ſind oder nicht.

498. Und ob die Geſchäfte in dem ganzen Lande gut ſind, und, wenn nicht, ob ſich wenigſtens ſichere Geſchäfte mit Schmidt und Müller in Berlin machen laſſen.

499. Guter Mann, können Sie mir ſagen, ob das Schiff von Oſtende angekommen iſt?

500. Würden Sie nicht beſſer Ihren Diener dieſe Sache thun laſſen?

CI. and CII.

. . . baldiger beſter Geſundheit, ſowie vollſtändiges Aufhören jedes Leidens . . .
. . . of-early best health, as-well-as complete ceasing of every suffering . . .

CI.

501. Gute Geſundheit iſt beſſer als Alles.

502. Jedes Leiden muß endlich einmal aufhören.

503. Der kranke Mann weiß wohl, daß baldiges Aufhören ſeines langen Leidens noch nicht zu erwarten iſt.

504. Längeres Zögern wollen wir nicht leiden.

505. Wir haben gehofft, bis es ſcheint, daß jede Hoffnung endlich aufhören muß.

CII.

506. My friend's courage is great, and his hope still greater, but all that must come to an end at last.

507. I have ceased hoping for the arrival of that long-expected news.

508. My sick friend has, on account of his severe suffering, been unable to make the long-intended journey.

509. Leave off talking to me of the suffering of our friend.

510. Every man ought to help a friend.

Dear friend, be of cheerful mind; firm hope of rapid convalescence, and of complete cessation of every suffering.

FOURTEENTH SENTENCE.

CIII. and CIV.

These are placed before you by the physician with full courage, entire firmness, and true confidence.

CIII.

511. They have, as it seems, given you early news.

512. Has not the doctor told you that you may hope for an early termination of your suffering?

513. This young man always follows his old teacher's advice with the fullest confidence.

514. I can tell you with absolute certainty that the acquisition of this language will give you much trouble.

515. A sick man ought always to have full confidence in his doctor.

CIV.

516. In spite of the great assurance with which this man has said all this, I have no confidence in him.

517. A short time ago, I had still full confidence in this doctor, but now I can say with great certainty that the man does not know anything.

518. With true courage and full confidence in himself, a man can accomplish much which seems almost to be impossible.

519. Must you not still send the other letters to-day?

520. It seems as if all commercial confidence had ceased; business is bad and the prospects for the nearest future are worse still.

CII.

506. Der Muth meines Freundes ist groß und seine Hoffnung größer, aber alles Dieses muß endlich einmal aufhören.

507. Ich habe aufgehört, auf das Ankommen der so lange erwarteten Nachrichten zu hoffen.

508. Mein kranker Freund hat wegen seines schweren Leidens die lange vorgehabte Reise nicht machen können.

509. Hören Sie endlich auf, mir von dem Leiden unseres Freundes zu sprechen.

510. Jeder Mann sollte einem Freunde helfen.

Lieber Freund, seien Sie frohes Muthes; feste Hoffnung baldiger bester Gesundheit, sowie vollständiges Aufhören jedes Leidens.

FOURTEENTH SENTENCE.

CIII. and CIV.

Diese sind Ihnen von dem Arzt mit vollem Muth, ganzer Bestimmtheit und wahrem Vertrauen in Aussicht gestellt.

These are to-you by the physician with full courage, entire certainty, and true confidence in prospect placed.

CIII.

511. Man hat Ihnen, wie es scheint, baldige Nachricht gegeben.

512. Hat Ihnen der Arzt nicht gesagt, daß Sie auf baldiges Aufhören Ihres Leidens hoffen können?

513. Dieser junge Mann folgt seines alten Lehrers Rath immer mit vollstem Vertrauen.

514. Ich kann Ihnen mit ganzer Bestimmtheit sagen, daß das Lernen dieser Sprache Ihnen viele Mühe machen wird.

515. Ein Kranker muß immer volles Vertrauen auf seinen Arzt haben.

CIV.

516. Trotz der großen Bestimmtheit, mit der dieser Mann alles Dieses gesagt hat, habe ich kein Vertrauen in ihn.

517. Vor kurzem hatte ich noch volles Vertrauen in diesen Arzt, aber jetzt kann ich mit großer Bestimmtheit sagen, daß der Mann nichts weiß.

518. Mit wahrem Muthe und vollem Vertrauen in sich selbst kann ein Mann Vieles machen, was beinah nicht möglich zu sein scheint.

519. Müssen Sie nicht die anderen Briefe heute noch schicken?

520. Es scheint, als ob alles Vertrauen im Geschäft aufgehört hätte; Geschäfte gehen schlecht und die Aussichten für die nächste Zeit sind noch schlechter.

FIFTEENTH SENTENCE.

You shall have with us friendly advice, faithful nursing and attendance, as well as pleasant living and very good eating and drinking.

CV. and CVI.

Friendly advice, faithful nursing and attendance . . .

CV.

521. My good and faithful friend, I cannot follow your kind advice, as I have no confidence in the man you have told me of.

522. You seem at last to have given up all hope of the arrival of these long-expected letters.
523. More faithful nursing and better attendance we should not have been able to find even with you, my dear friend.
524. Careful nursing is to every patient even more necessary than a good doctor.
525. Do you believe that the news which you have led me to expect will soon arrive?

CVI.

526. The view from this place is very fine.
527. Do you not see that this man has not minded your kind advice?

528. My friend promised me any amount of good business in this place; but it all seems to be nothing.
529. You pronounce German very well; I believe you will learn it very soon.
530. Have you not been in London lately? I feel almost certain to have seen you there.

CVII. and CVIII.

. . . as well as pleasant living and very good eating and drinking.

CVII.

531. For a very long time we have not had finer weather than to-day.

532. Pleasant living and good eating and drinking can be had much more easily, and better, in a large town, like London or Paris, than in the country.
533. During our most interesting voyage, of almost two years, in this ship, we have had at all times good eating and drinking, the best and kindest attendance, and a really very pleasant life.
534. His former too good living has made him ill.
535. Better eating than in this hotel you don't have in the whole town.

FIFTEENTH SENTENCE.

CV. and CVI.

Freundlichen Rath, treue Pflege und Bedienung . . .

Friendly advice, faithful nursing and attendance . . .

CV.

521. Guter, treuer Freund! Ihrem freundlichen Rathe kann ich nicht folgen, da ich kein Vertrauen in den Mann habe, von dem Sie mir gesagt haben.
522. Sie scheinen jede Hoffnung auf das Ankommen dieser längst erwarteten Briefe endlich aufgegeben zu haben.
523. Treuere Pflege und bessere Bedienung hätten wir selbst bei Ihnen, lieber Freund, nicht haben können.
524. Treue Pflege ist jedem Kranken nöthiger, als selbst ein guter Arzt.

525. Glauben Sie, daß die Nachrichten bald ankommen werden, die Sie mir in Aussicht gestellt haben?

CVI.

526. Die Aussicht von diesem Platze ist sehr schön.
527. Sehen Sie nicht, daß dieser Mann auf Ihren freundlichen Rath nichts gegeben hat?
528. Mein Freund hat mir an diesem Platz alle möglichen guten Geschäfte in Aussicht gestellt; es scheint aber Alles nichts zu sein.
529. Sie sprechen das Deutsche sehr gut aus; ich glaube, daß Sie es sehr bald lernen werden.
530. Sind Sie nicht vor kurzem in London gewesen? Ich glaube ganz sicher, daß ich Sie da gesehen habe.

CVII. and CVIII.

. . . sowie angenehmes Leben und bestes Essen und Trinken.

. . . as-well-as pleasant living and best eating and drinking.

CVII.

531. Schöneres Wetter, als heute, haben wir schon sehr lange nicht mehr gehabt.
532. Angenehmes Leben und gutes Essen und Trinken kann man in einer großen Stadt, wie London oder Paris, viel leichter und besser haben, als auf dem Lande.
533. Auf unserer beinah zwei Jahre langen sehr interessanten Reise in diesem Schiffe haben wir zu jeder Zeit gutes Essen und Trinken, beste freundlichste Bedienung und wirklich sehr angenehmes Leben gehabt.
534. Früheres zu gutes Leben hat ihn krank gemacht.
535. Besseres Essen, als in diesem Hotel, haben Sie in der ganzen Stadt nicht.

CVIII.

536. Our friend is living at Berlin now; I know that formerly he lived for two or three years in Paris.

537. Too much good living easily makes one ill.

538. I think this man drinks too much; he seems to me to be very ill.

539. Wait here a little while, whilst I enquire at the hotel at what hour he is expected to arrive.

540. You read quite fast enough; if you read too fast, you cannot possibly read correctly.

Friendly advice, faithful nursing and attendance, as well as pleasant living, and very good eating and drinking.

SIXTEENTH SENTENCE.

CIX. and CX.

These you will find both with us and in our friends' house just the same as, or perhaps even much better than, in your own home.

CIX.

541. You shall not start to-day; you certainly cannot have worse weather to-morrow.

542. The doctor says you are not to speak so much; it makes you ill.

543. Our friends do not seem to be well to-day.

544. People say that you pass a short time with your friends in England every year.

545. We intend very soon to make an excursion to the country-house of our friend Schmidt.

CX.

546. If you have a good business in prospect, you ought not to hesitate long.

547. Your friend's house is very pretty; do you know it well?

548. I visited it yesterday, and I can well say that for a long time I have not seen a finer or more pleasant house.

549. His industry is so great, that he is always to be found at his studies.

550. Take this letter, and carry it to the post-office as soon as possible.

CVIII.

536. Unſer Freund lebt jetzt in Berlin; ich weiß, daß er früher für zwei oder drei Jahre in Paris gelebt hat.

537. Zu gutes Leben macht Einen leicht krank.

538. Ich glaube, dieſer Mann trinkt zu viel; er ſcheint mir ſehr krank zu ſein.

539. Warten Sie hier ein wenig, während ich in dem Hotel anfrage, um welche Zeit man ihn erwartet.

540. Sie leſen raſch genug; wenn Sie zu ſchnell leſen wollen, ſo können Sie unmöglich richtig leſen.

Freundlicher Rath, treue Pflege und Bedienung, ſowie angenehmes Leben und beſtes Eſſen und Trinken.

SIXTEENTH SENTENCE.

CIX. and CX.

Sollen Sie bei uns und in unſerer Freunde Hauſe ebenſo . . .

Shall you with us and in our friends' house just the same . . .

CIX.

541. Sie ſollen heute nicht mehr reiſen; ſchlechteres Wetter können Sie doch ſicher morgen nicht haben.

542. Der Arzt ſagt, Sie ſollen nicht ſo viel ſprechen; es macht Sie krank.

543. Unſere Freunde ſcheinen heute nicht wohl zu ſein.

544. Man ſagt, daß Sie jedes Jahr eine kurze Zeit mit Ihren Freunden in England leben.

545. Wir haben vor, ſehr bald einen Ausflug nach dem Landhauſe unſeres Freundes Schmidt zu machen.

CX.

546. Wenn Sie ein gutes Geſchäft in Ausſicht haben, ſo ſollen Sie nicht lange zögern.

547. Das Haus Ihres Freundes iſt ſehr ſchön; kennen Sie es ſchon?

548. Ich habe es ſchon geſtern beſucht und kann wohl ſagen, daß ich lange kein ſchöneres und angenehmeres Haus geſehen habe.

549. Sein Fleiß iſt ſo groß, daß man ihn immer am Studiren findet.

550. Nehmen Sie dieſen Brief, und bringen Sie ihn ſobald als möglich zur Poſt.

CXI. and CXII.

. . . or perhaps you will even find it much better than at your own home.

CXI.

551. Are you likely to be at home to-night?

552. Do you not find life here in England much more pleasant than in your own country?

553. I must go home very early to-day, as I expect many of my friends to supper.

554. Do you not find that the weather is much worse here than with you in Germany?

555. I cannot say so; I find even that this year it is much more pleasant here than where I come from.

CXII.

556. This young man has almost entirely given up living at home.

557. His business obliges him to travel incessantly.

558. As he must visit almost every small town in England, he is obliged to drive about in a private carriage.

559. I hear that the young lady herself intends to wait for the morning boat.

560. I do not believe that this box is as good as the old one I had.

SEVENTEENTH SENTENCE.

Where did the rich gentleman's valet find that poor Frenchman, and why did he not at once go to the messenger who is said to speak French, and who would have been able to ask the unhappy man whence he comes, and whither he means to go?

CXIII. and CXIV.

Where did the footman of the rich gentleman find that poor Frenchman, . . .

CXIII.

561. Where have you been to-day with the old gentleman whose acquaintance I made yesterday at your house?

562. Have you found your friend at home?

563. This gentleman did not find his valet at home late last night; he thinks he drinks.

564. That Frenchman and this German here are very poor.

565. I have not been able to find your valet, in spite of all my endeavours.

CXI. and CXII.

. . . oder vielleicht ſogar viel beſſer, als bei Ihnen zu Hauſe, finden.

. . . or perhaps even much better than with yourself at home find.

CXI.

551. Sind Sie vielleicht heute Abend zu Hauſe?

552. Finden Sie das Leben hier in England nicht viel angenehmer, als bei Ihnen zu Hauſe?

553. Ich muß heute ſehr früh nach Hauſe gehen, da ich viele meiner Freunde zum Abendeſſen erwarte.

554. Finden Sie nicht, daß das Wetter hier viel ſchlechter iſt, als bei Ihnen in Deutſchland?

555. Das kann ich nicht ſagen; ich finde ſogar, daß es in dieſem Jahre hier viel angenehmer iſt, als bei mir zu Hauſe.

CXII.

556. Dieſer junge Mann hat beinah ganz aufgehört, zu Hauſe zu leben.

557. Sein Geſchäft nöthigt ihn, ohne Aufhören zu reiſen.

558. Da er faſt jede kleine Stadt in England beſuchen muß, ſo muß er immer in einer Privatkutſche fahren.

559. Ich höre, daß die junge Dame vorhat, das Morgenſchiff ſelbſt zu erwarten.

560. Ich glaube nicht, daß dieſe Kiſte ſo gut iſt, wie die alte, die ich hatte.

SEVENTEENTH SENTENCE.

CXIII. and CXIV.

Wo hat der Bediente des reichen Herrn jenen armen Franzoſen gefunden, . . .

Where has the footman of-the rich gentleman that poor Frenchman found, . . .

CXIII.

561. Wo ſind Sie heute mit dem alten Herren geweſen, den ich geſtern bei Ihnen kennen gelernt habe?

562. Haben Sie Ihren Freund zu Hauſe gefunden?

563. Dieſer Herr hat ſeinen Bedienten geſtern Abend ſpät nicht zu Hauſe gefunden; er glaubt, daß er trinkt.

564. Jener Franzoſe und dieſer Deutſche hier ſind ſehr arm.

565. Ich habe Ihren Bedienten trotz aller meiner Mühe nicht finden können.

CXIV.

566. Tell the servant to order a good supper for this German gentleman; he has been riding a long time, and must be in want of good eating and drinking.

567. Do you see that large house there? It is very beautiful and historically interesting; we will go to see it to-morrow.

568. Do you know where your friend is? I saw him a short time ago.

569. The young man would not give the letter even to this good old servant.

570. As soon as we please, we can send for the luggage, and drive to the hotel in the town.

CXV. and CXVI.

. . . and why did he not at once go to the messenger, who indeed *is said to speak* French, . . .

CXV.

571. Why has your friend not gone with us? We have asked him two or three times.

572. Why do you not answer if anyone speaks to you? I should not have expected that of you.

573. Your friend is said to speak German quite fluently; is that true, or is it only said so?

574. Send a messenger to the boat at once, and make him fetch our luggage.

575. Very well, sir, the messenger is gone already; I expect him in half an hour.

CXVI.

576. Your friend, the old Frenchman, is said to be very ill.

577. The weather is said to be very bad in Germany this year.

578. As my letters are just as pressing as those of your friend, the messenger must go to the post-office at once.

579. Were you out yesterday? The weather is said to have been very fine here.

580. The young lady will not visit us to-day, as the ship has not been able to arrive off the coast because of the bad weather.

CXIV.

566. Sagen Sie dem Diener, daß er für diesen Deutschen Herrn ein gutes Abendessen bestellt; er ist lange gefahren und muß gutes Essen und Trinken nöthig haben.

567. Sehen Sie jenes große Haus da? Es ist sehr schön und historisch interessant; wir wollen es morgen besuchen.

568. Wissen Sie, wo Ihr Freund ist? Ich habe ihn vor kurzem gesehen.

569. Der junge Mann hat selbst diesem guten alten Diener den Brief nicht geben wollen.

570. Sobald als wir wollen, können wir das Gepäck holen lassen und zum Hotel in der Stadt fahren.

CXV. and CXVI.

. . . und warum ist er nicht sofort zu dem Boten gegangen, der ja Französisch sprechen soll, . . .

. . . and why is he not at-once to the messenger gone, who indeed French speak shall, . . .

CXV.

571. Warum ist Ihr Freund nicht mit uns gegangen? Wir haben es ihm doch zwei- oder dreimal gesagt.

572. Warum antworten Sie nicht, wenn man mit Ihnen spricht? Ich hätte das von Ihnen nicht erwartet.

573. Ihr Freund soll ja ganz fertig Deutsch sprechen; ist das wahr, oder sagt man nur so?

574. Schicken Sie sofort einen Boten an's Schiff, und lassen Sie unser Gepäck holen.

575. Ganz wohl, mein Herr, der Bote ist schon gegangen; ich erwarte ihn in einer halben Stunde.

CXVI.

576. Ihr Freund, der alte Franzose, soll sehr krank sein.

577. Das Wetter soll dieses Jahr in Deutschland sehr schlecht sein.

578. Da meine Briefe eben so dringend sind, wie die Ihres Freundes, so muß der Bote sofort zur Post gehen.

579. Sind Sie gestern ausgegangen? Das Wetter soll ja hier so sehr schön gewesen sein.

580. Die junge Dame wird uns heute nicht mehr besuchen, da das Schiff des schlechten Wetters wegen nicht an der Küste hat ankommen können.

CXVII. and CXVIII.

. . . and who would have been able to ask the unhappy man whence he comes, and whither he was going?

CXVII.

581. Ask the old Frenchman where he comes from.

582. Where are you going to-day? The weather is really so fine that everybody seems to intend to go into the country.

583. Put this unfortunate man to bed as soon as possible, and send immediately for the best doctor your servant can find at home at this hour.

584. Sir, let a good supper be served to us directly, and order two beds to be prepared quickly.

585. We want to go to bed directly after supper, as we expect a friend by train very early to-morrow morning.

CXVIII.

586. She has come in early this morning, and will start to-morrow night.

587. I know for certain that it takes almost an hour longer to go to town by boat than by rail.

588. Your friend is said to have received yesterday the long-expected news from North America; I must see them as soon as possible.

589. How do you know that I pronounce German well? You have not yet heard me speak.

590. For four years I have not seen him; but as I hear that he lives in this town, and as I mean to stay here three days, I must certainly visit him.

Where did the rich gentleman's valet find that poor Frenchman, and why did he not at once go to the messenger who is said to speak French, and who would have been able to ask the unhappy man whence he comes, and whither he means to go?

CXVII. and CXVIII.

. . . und der den unglücklichen Menſchen hätte fragen können, woher er kommt und wohin er gehen will?

. . . and who the unfortunate man would-have to-ask been-able wherefrom he comes, and whereto he to-go wishes?

CXVII.

581. Fragen Sie den alten Franzoſen, woher er kommt.

582. Wohin gehen Sie heute? Das Wetter iſt wirklich ſo ſchön, daß alle Menſchen die Abſicht zu haben ſcheinen, auf's Land zu gehen.

583. Legen Sie dieſen unglücklichen Menſchen möglichſt bald in's Bett, und laſſen Sie ſofort den beſten Arzt holen, den Ihr Bedienter zu dieſer Stunde zu Hauſe finden kann.

584. Mein Herr, laſſen Sie uns ſofort ein gutes Abendeſſen bringen und raſch zwei Betten fertig machen.

585. Wir wollen gleich nach dem Souper zu Bett gehen, da wir morgen ſehr früh einen Freund mit der Eiſenbahn erwarten.

CXVIII.

586. Sie iſt heute Morgen früh angekommen und wird morgen Abend fahren.

587. Ich weiß ganz beſtimmt, daß es beinah eine Stunde länger zur Stadt mit dem Schiff iſt, als mit der Eiſenbahn.

588. Ihr Freund ſoll geſtern die lange erwarteten Nachrichten von Nord-Amerika bekommen haben; ich muß ſie möglichſt bald ſehen.

589. Woher wiſſen Sie, daß ich das Deutſche gut ausſpreche? Sie haben mich noch nicht ſprechen hören.

590. Ich habe ihn ſchon vier Jahre lang nicht geſehen; da ich aber höre, daß er jetzt in dieſer Stadt lebt, und da ich drei Tage hier bleiben will, ſo muß ich ihn ſicher beſuchen.

Wo hat der Bediente des reichen Herrn den armen Franzoſen gefunden, und warum iſt er nicht ſofort zu dem Boten gegangen, der ja Franzöſiſch ſprechen ſoll, und der den unglücklichen Menſchen hätte fragen können, woher er kommt, und wohin er gehen will?

EIGHTEENTH SENTENCE.

I have not heard who and what those strange gentlemen were, when, how, and from whence they came here, whose friends they seemed to be, after what and after whom they enquired, and whom they principally saw.

CXIX. and CXX.

Who and what those foreign gentlemen (strangers) were, when, how, and from whence . . .

CXIX.

591. Do you know those three strangers? Who are they?
592. Who was the stranger that came home with you so late last night?
593. Your foreign friend seems to know that beautiful girl; he gave her a letter yesterday.
594. When were you in Germany, and what did you do there?
595. What did you say? I do not quite understand you; my German does not seem to me to be first-rate yet.

CXX.

596. How do you mean to get this done? It seems to me to be much more difficult than you think.
597. How long do you say that your friend has been in England? Only two years? I must say, then, that, in spite of the short time he has lived in England, he has learnt the language exceedingly well.
598. When do the foreign newspapers, the French and English, arrive here? Every day by the evening mail.
599. When do you expect your friend, and who is it that comes with him?
600. How is it that you don't know whether, nor for how long a time, your friend will be here?

CXXI. and CXXII.

. . . they came here, whose friends they seemed to be, . . .

CXXI.

601. How are your friends getting on to-day? They did not seem to be very well yesterday. Perhaps they are better to-day?
602. This old Frenchman here is very rich, and he has many ships, which almost all sail from Hamburg to New York.
603. He really speaks it almost like an Englishman, and he writes the language perfectly.
604. Do you find any news from India in the paper to-day?
605. Whose house is this? It is that of my friend Schmidt.

EIGHTEENTH SENTENCE.

CXIX. and CXX.

Wer und was die fremden Herren waren, wann, wie und von wo . . .

Who and what the foreign gentlemen were, when, how, and from where . . .

CXIX.

591. Kennen Sie die drei fremden Herren da? Wer sind sie?
592. Wer war der Fremde, der gestern Abend mit Ihnen so spät nach Hause kam?
593. Ihr fremder Freund scheint das schöne Mädchen da zu kennen; er hat ihr gestern einen Brief gegeben.
594. Wann waren Sie in Deutschland, und was haben Sie da gemacht?
595. Was haben Sie gesagt? Ich verstehe Sie nicht ganz; mein Deutsch scheint mir noch nicht das Beste zu sein.

CXX.

596. Wie wollen Sie dieses fertig bringen? Es scheint mir viel schwerer zu sein, als Sie glauben.
597. Wie lange sagen Sie, daß Ihr Freund in England gewesen ist? Nur zwei Jahre? Da muß ich sagen, daß er trotz der kurzen Zeit, die er in England gelebt, die Sprache sehr gut gelernt hat.
598. Wann kommen die fremden Zeitungen, die Französischen und Englischen, hier an? Alle Tage mit der Abendpost.
599. Wann erwarten Sie Ihren Freund, und wer kommt mit ihm?
600. Wie kommt es, daß Sie nicht wissen, ob und auf wie lange Ihr Freund hier sein wird?

CXXI. and CXXII.

. . . sie hierher kamen, wessen Freunde dieselben zu sein schienen, . . .

. . . they hereto came, whose friends they to be seemed, . . .

CXXI.

601. Was machen Ihre Freunde heute? Sie schienen gestern nicht sehr wohl zu sein. Vielleicht sind sie heute besser?
602. Dieser alte Franzose hier ist sehr reich, und er hat viele Schiffe, die beinah alle von Hamburg nach New-York fahren.
603. Er spricht wirklich beinah ganz wie ein Engländer und schreibt die Sprache vollständig fertig.
604. Finden Sie heute Nachrichten von Indien in der Zeitung?
605. Wessen Haus ist dies? Es ist das meines Freundes Schmidt.

CXXII.

606. Do you see those three girls? they are all very good-looking. Let us see where they are going.

607. I have always found Italians very pleasant; more pleasant than Germans or Frenchmen.

608. These fellows know nothing; they don't seem to me to want to learn anything, and I intend to send them home to-morrow.

609. What did you think of the nursing and attendance in that hospital? Did the patients seem to have confidence in their medical attendants?

610. You must take pains with each of them; and without trouble you will not be able to do anything.

CXXIII. and CXXIV.

. . . after what and after whom they enquired, and whom they mostly saw, I have not heard.

CXXIII.

611. What did your friend enquire after here yesterday evening so eagerly?

612. I have not heard whom they intended to visit here to-day.

613. The friends I have enquired after are none of them at home, and I don't know another human being here.

614. For what did you send your servant out yesterday morning?

615. I sent him to enquire after the young lady whom we saw yesterday suffering so much in the park.

CXXIV.

616. While we were looking at the ship arriving off the coast, there came to the house a rumour that its arrival was not to be expected for at least another six hours.

617. Where do you generally dine? At the English hotel, because I find the table better there than in any hotel in this town.

618. Trust me, and go there with me; you will find that what I say is true.

619. As her friend did not follow her advice, he made a mistake in not going to the ship yesterday.

620. I expect to be able to go to the town in that ship, if the lady will send her servant to the captain.

I have not heard who and what those strange gentlemen were, when, how, and from whence they came here, whose friends they seemed to be, after what and after whom they enquired, and whom they principally saw.

CXXII.

606. Sehen Sie jene drei Mädchen? Sie ſind alle drei ſehr ſchön. Laſſen Sie uns ſehen, wo ſie hingehen.

607. Ich habe die Italiener immer ſehr angenehm gefunden; angenehmer als die Deutſchen, oder Franzoſen.

608. Dieſe Menſchen können nichts; ſie ſcheinen mir nichts lernen zu wollen, und ich habe vor, ſie morgen nach Hauſe zu ſchicken.

609. Wie ſchien Ihnen die Pflege und Bedienung in jenem Hoſpital zu ſein? Schienen die Kranken Vertrauen in die Aerzte zu haben?

610. Sie müſſen ſich mit jeder Mühe geben; und ohne Mühe können Sie nichts machen.

CXXIII. and CXXIV.

. . . wonach und nach wem ſie ſich erkundigten, wen ſie meiſtens ſahen, habe ich nicht gehört.

. . . after what and after whom they enquired, whom they mostly saw, have I not heard.

CXXIII.

611. Wonach hat ſich Ihr Freund geſtern Abend ſo eifrig erkundigt?

612. Wen ſie heute vorgehabt haben hier zu beſuchen, habe ich nicht gehört.

613. Die Freunde, nach welchen ich mich erkundigt habe, ſind alle nicht zu Hauſe, und ich kenne hier keinen Menſchen mehr.

614. Wonach haben Sie Ihren Diener geſtern Morgen ausgeſchickt?

615. Ich habe ihn geſchickt, um ſich nach der jungen Dame zu erkundigen, die wir geſtern in dem Park ſo ſehr leiden ſahen.

CXXIV.

616. Während wir das Schiff an der Küſte ankommen ſahen, kam zu Hauſe die Nachricht an, daß die Ankunft deſſelben noch in wenigſtens ſechs Stunden nicht zu erwarten ſei.

617. Wo eſſen Sie meiſtens? In dem Engliſchen Hotel, weil ich das Eſſen da beſſer finde, als in jedem Hotel in dieſer Stadt.

618. Vertrauen Sie auf mich und gehen Sie mit mir dahin; Sie werden finden, daß was ich ſage wahr iſt.

619. Da ihr Freund ihrem Rathe nicht gefolgt hat, ſo hat derſelbe den Fehler gemacht, geſtern nicht nach dem Schiff zu fahren.

620. Ich glaube in dem Schiff nach der Stadt fahren zu können, wenn die Dame ihren Diener zu dem Capitain ſchicken will.

Wer und was die fremden Herren waren, wann, wie und von wo ſie hierher kamen, weſſen Freunde dieſelben zu ſein ſchienen, wonach und nach wem ſie ſich erkundigten, wen ſie meiſtens ſahen, habe ich nicht gehört

MEMORANDUM.

Page 68. Sentences 13 and 14 ought to be treated as one, and read thus:

Dear friend, be of good cheer. The doctor has, with full courage, entire firmness, and true confidence, opened out to you the prospect of a well-founded hope of rapid convalescence and of complete cessation of every suffering.

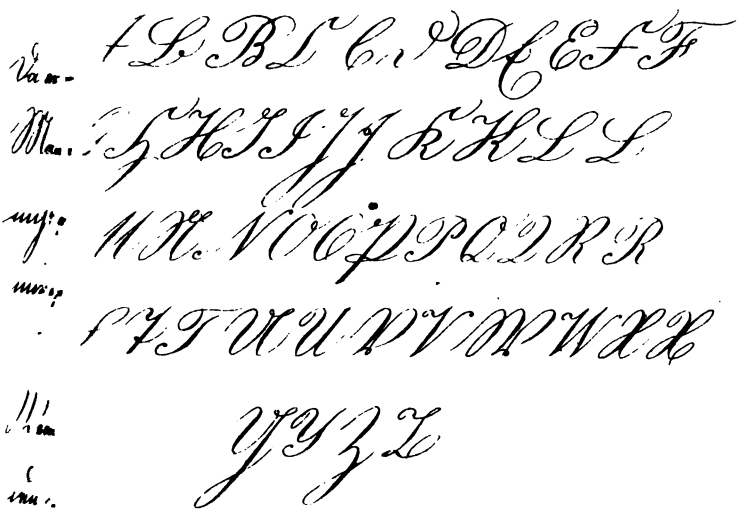
Page 70. Omit lines 8, 9, 10, 11, 12, *from* Dear friend *to* confidence.

Page 72. Sentences 15 and 16 ought to be treated as one, and read thus:

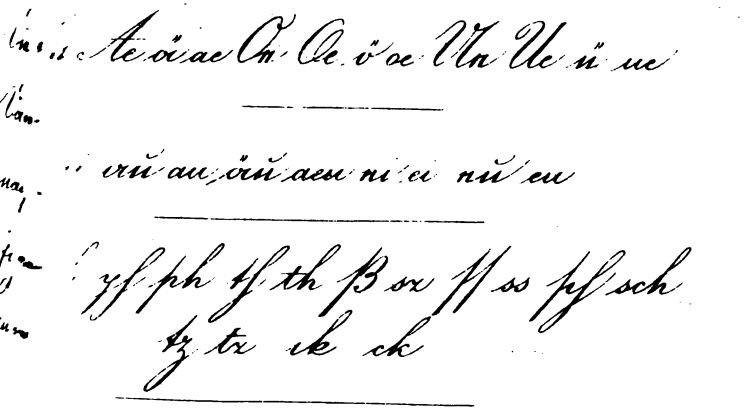
You shall receive in our house, and at our friend's residence, friendly advice, faithful nursing, and attendance, as well as pleasant living and the best of eating and drinking, just the same as, or even better than, at your own home.

Page 74. Omit lines 9, 10, 11, 12, 13.

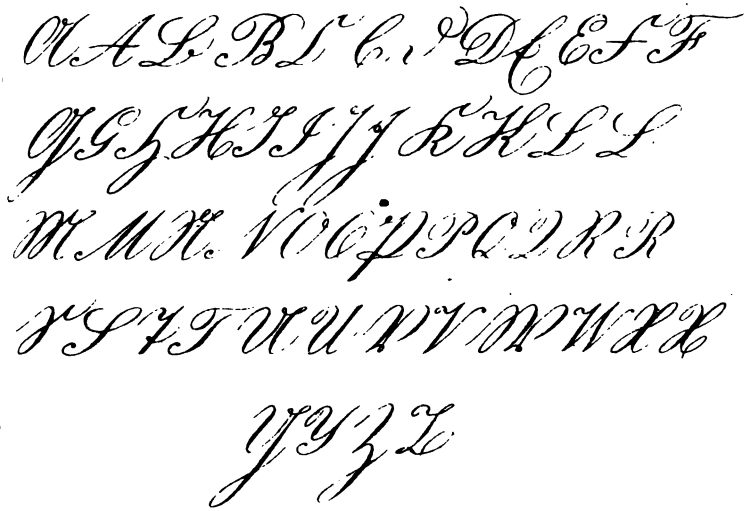
German Capital Letters.



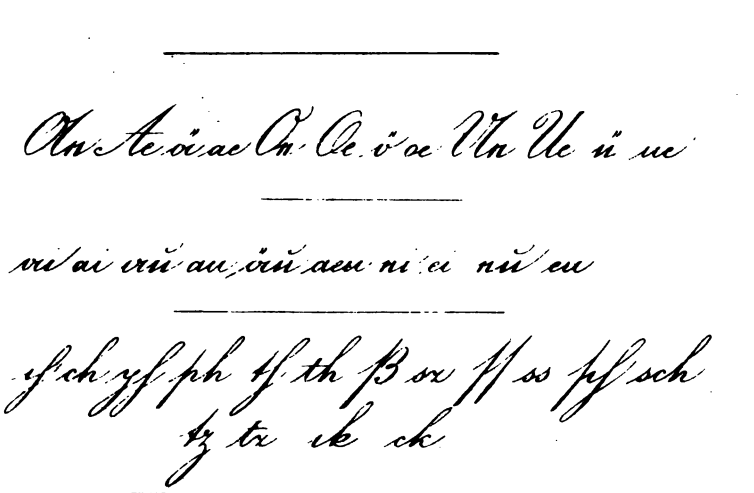
Double Letters and Combinations.



German Capital Letters.



Double Letters and Combinations.



APPENDIX I.

Diversifying Table showing the commonest English Words grouped so as to facilitate the making of VARIATIONS, *to be used as Exercises in vivâ voce composition in any language, whether ancient or modern.*

A. unless, if, whether, although, yet, but, besides, except, during, whilst, because, for, as, whereas, since, after, before, instead of, that, lest, until, upon, whenever, therefore, in, from, without, before, else, and, or.

B. I, thou, he, she, it, we, you, they; my, thy, his, her, its, our, your, their.

C. am, art, are; be; do, does, did; have, has, had; is, was, wast, were, wert; will, would, shall, should; can, could; may, might; must; ought, let.

D. being, been; bought, buying; brought, brings; calls, called; comes, came; doing, done; find, found; gave, given; going, gone; having; meets, met; makes, made; put; saw, seen; sell, sold; sends, sent; showed; stopped; taken, took; telling, told; wanted; went; procured.

E. me, thee, him, her, it, self, us, you, them, selves; my, his, her, its, our, your, their; mine, thine, hers, ours, yours, theirs; a, an, the.

F. which, who, whom; how much, how many; why; when; whither, whence, where; whose, what, how.

G. a, an, the; this, more, such, that, any, every, another, several, those, most, these, other, either, neither, some, many, few, rest; one, first, two, second, &c.

H. on, into, of, instead of, between, out of, about, beyond, over, through, near, among, below, under, towards, in, down, to, at, behind, beside, with, from, without, concerning, before, after.

I. together, often; to-day, yesterday, to-morrow; here, there; better, best; yes, no, not; back, very, next, first, away, soon, afterwards, always, well, ago, than.

DIRECTIONS.—Take any sentence, being an English version of a foreign one already committed to memory, and interchange the words, one at a time, with those in the groups to which they severally belong.

When the words in this list have all been mastered, proceed to diversify the sentences as in Examples I. and II. Substitute nouns for pronouns, and pronouns for nouns, at pleasure.

The auxiliary verbs ought frequently to be massed thus: '*might have been*,' &c.

DIVERSIFIED SENTENCES.

c b c e d g d h g g h g
I. Can you let me have a sitting-room on the first floor for three days?

c b c e d g d h g g h g
Will you let me *take* a sitting-room on the *third* floor for *four* days?

a b c i d e h e b c i c d
II. If I had not met your servant in the street, I should not have known
a b c d h
that you had returned from Spain.

a b d e h e b c i d a
Although we saw her child near their house, we could not believe that
b c i d h
they had not started for Portugal.

APPENDIX II.

PARADIGM,

Showing at one view the Terminations of the Variable Words in the German Language.

Der	die	das	Mein	Dieſer*	
des	der	des	—, er*	—e	—, es*
dem	der	dem	—es	—er	—es
den	die	das	—em	—er	—em
			—en	—e	—es
	die			—e	
	der			—er	
	den			—en	
	die			—e	

Mein	Dieſer,* &c.		Guter Wein		
guter, e*	—e	—es, e*	guter	—e	—es
—en	—en	—en	—es, en	—er	—es, en
—en	—en	—en	—em	—er	—em
—en	—e	—es, e*	—en	—e	—es
	—en			—e	
	—en			—er	
	—en			—en	
	—en			—e	

—	—	—, e
—s, es	—	—n, en
—, e	—	—n, en
—	—	—n, en

—, e, er, n, en; *Dative*, —n

Loben, lobend, gelobt.

lobe	lobte	habe,	hatte		werde	
—ſt	—teſt	haſt,	hatteſt		wirſt	
—t	—te	hat,	hatte	gelobt	wird	loben
—en	—ten	haben,	hatten		werden	
—t	—tet	habt,	hattet		werdet	
—en	—ten	haben,	hatten		werden	

bin	war	kann	darf
biſt	warſt	kannſt	darfſt
iſt	war	kann	darf
ſind	waren	können	dürfen
ſeid	wart	könnt	dürft
ſind	waren	können	dürfen

ich	du	er	ſie	es	Sie
meiner	deiner	ſeiner	ihrer	ſeiner	Ihrer
mir	dir	ihm	ihr	ihm	Ihnen
mich	dich	ihn	ihr	es	Sie

wir	ihr	ſie
unſer	euer	ihrer
uns	euch	ihnen
uns	euch	ſie

APPENDIX III.

Tabelle der Flexionen der veränderlichen Sprachformen in der englischen Sprache.

Table showing the Inflections of the Variable Parts of Speech in the English Language.

I	he	she	it	we	you	they	who
me	him	her	it	us	you	them	whom
my	his	her	its	our	your	their	whose
mine	his	hers	its	ours	yours	theirs	whose

this	that	thyself	himself	ourselves
these	those	itself	herself	yourselves
				themselves

large larger largest

person person's persons persons'

take	do	want	have	be, am
takes	does	wants	has	is
taking	doing	wanting	having	being
took	did	wanted	had	was, were
taken	done	wanted	had	been

can	shall	may	will
could	should	might	would

APPENDIX IV.

GERMAN ALPHABET.

German	Roman	Name
𝔄 𝔞	A a	Ah
𝔅 𝔟	B b	Bay
ℭ 𝔠	C c	Tsay
𝔇 𝔡	D d	Day
𝔈 𝔢	E e	Eh
𝔉 𝔣, ff	F f, ff	Eff, eff-eff
𝔊 𝔤	G g	Gay
ℌ 𝔥, ch	H h, ch	Hah, tsay-hah
ℑ 𝔦	I i	Ee
𝔍 𝔧	J j	Yot
𝔎 𝔨, ck	K k, ck	Kah, tsay-kah
𝔏 𝔩	L l	Ell
𝔐 𝔪	M m	Em
𝔑 𝔫	N n	En
𝔒 𝔬	O o	Oh
𝔓 𝔭	P p	Pay
𝔔 𝔮	Q q	Koo
𝔑 𝔯	R r	Err
𝔖 ſ, ß, ff, ß, ſt	S s, ſ, ff, sz, st	Ess, ess-ess, ess-tset, ess-tay
𝔗 𝔱	T t	Tay
𝔘 𝔲	U u	Oo
𝔙 𝔳	V v	Fow
𝔚 𝔴	W w	Vay
𝔛 𝔵	X x	Iks
𝔜 𝔶	Y y	Ipsilon
𝔍 𝔷, ß	Z z, tz	Tset, tay-tset

𝔄, 𝔞. ℭ, 𝔢. ℑ, 𝔦. 𝔒, 𝔬. 𝔘, 𝔲. 𝔜, 𝔶.

𝔄𝔢, 𝔞̈. 𝔒𝔢, 𝔬̈. 𝔘𝔢, 𝔲̈.

𝔄𝔲, 𝔞𝔲. ℭ𝔦, ℭ𝔶, 𝔢𝔦, 𝔢𝔶. ℭ𝔲, 𝔢𝔲. 𝔄𝔢𝔲, 𝔞̈𝔲.
𝔄𝔦, 𝔄𝔶, 𝔞𝔦, 𝔞𝔶. 𝔒𝔦, 𝔒𝔶, 𝔬𝔦, 𝔬𝔶.

APPENDIX VI.

OPINIONS OF THE HOME AND COLONIAL JOURNALS.

'*Prendergast's Mastery Series* (Longmans) is the name of a collection of little books designed for the teaching of foreign languages on what we are sure Mr. Lowe would call the true principle. That principle may be explained in a line—it is first learning the language and then studying the grammar, instead of first studying the grammar and then learning—or trying to learn—the language. We are with Mr. Prendergast wholly, and can cordially recommend his German and French instruction books.'—*Morning Star.*

'Among the many educational books issued by Messrs. Longmans those of Mr. Thomas Prendergast are not the least valuable. This plan is designed to secure economy of time and labour, by compressing a great deal of the language into a small compass, and excluding everything not essential. We can heartily commend them.'—*John Bull.*

'The object of the author of this series of Manuals is to facilitate the learning of a foreign language by pursuing the course which nature seems clearly to indicate as the proper one. . . . By steadily pursuing the course prescribed by the author, the pupil will easily and speedily acquire the power of using the idiomatic forms of a foreign language as fluently and promptly as those of his mother tongue.'—*Bell's Messenger.*

'Mr. Prendergast leaves no stone unturned to endeavour to make his theory clear, and he argues it out with such power and truth that one cannot help going along with him, feeling that his statements are sensible and just.'—*Dublin Evening Mail.*

'The question is suggested, therefore, In making ourselves acquainted with a foreign idiom, should we begin or *end* by studying its grammar? Should we not first ascertain what that idiom is, and afterwards classify the facts ascertained? Should we not, in short, prefer the inductive to the deductive process? It was Mr. Prendergast's experience in India that led him to ponder whether the natural system of acquiring a command of language did not possess an intrinsic superiority to the ordinary plan. He came to the conclusion that to know how two or three hundred words should be arranged in all possible combinations in any given language is to have a practical command or "mastery" of that language. . . . We know that there are some who have given Mr. Prendergast's plan a trial, and discovered that in a very few weeks its results had surpassed all their anticipation.'—*Record.*

'We have argued the subject in our own mind, but we must frankly confess that we have found all our objections answered in an apparently satisfactory manner in the "Handbook." . . . In so far as we are enabled to judge, the "Mastery System" is worthy of an unprejudiced trial.'—*Greenock Advertiser.*

'Mr. Prendergast's "Mastery System" for the learning of foreign languages appears to have been partially adopted by M. Duruy, the French Minister of Public Instruction, who has found that it is much easier to teach a pupil to speak a foreign language than to teach him to read it with

fluency. Under the more natural system which is now pursued in the public schools, it appears from the *Bulletin administratif de l'Instruction publique* that the number of pupils who can speak a foreign language has doubled.'—*Academia.*

'"The Mastery System" is the term applied by Mr. Prendergast to a method, which he would probably say that nature invented, but which he has analysed and applied, of speaking foreign languages idiomatically. . . . A week's patient trial of the French Manual has convinced us that the method is sound, and will, if patiently followed, lead to the result proposed. The Handbook is well named, and contains many suggestions of great interest upon the various methods in use of acquiring a knowledge of foreign tongues. . . . It is worth attentive study, and as a most thoughtful analysis of the attitude and action of the mind in acquiring the power of speech, must interest every one who loves education, whether he wish or not to apply the method to help himself in becoming a linguist.'—*Papers for the Schoolmaster.*

'At a moment when the old methods of education, whether special or general, are being duly overhauled, Mr. Prendergast's views on so important a subject as the best mode of teaching, and the readiest way of acquiring languages, ought not to be overlooked.'—*Leader.*

'The principle on which the system is based is in direct opposition to the old-fashioned notion that the study of grammar is the proper introduction to a language. . . . The simplicity and naturalness of the system are obvious, and we commend it to the attention of philologists and students.'—*Midland Counties Herald* (Birmingham).

'To say that a man shall not learn a language before learning its grammar is as agreeable to common sense as the remark of the Irishman that he would never venture into the water before he had learnt to swim. . . . But where the facts are not only palpable, but even easier to be learned than the theory, we hold it to be sheer waste of toil to learn the theory first. Learn logic, mathematics, history, to exercise the mind, while the process of learning languages is lasting; afterwards grammar will take its proper place as an adjunct to them, and will illustrate logic, and be illustrated by it in turn. . . . Mr. Prendergast, in his Handbook to the "Mastery Series," lucidly and forcibly sets forth the faults of the old system, and gives many most useful hints for the formation of a new one. . . . We join with Mr. Prendergast in his regrets that Latin is now no longer cultivated as a spoken language; and would suggest that if ever it should be destined to regain its place as the common language of cultivated men of different countries in their mutual intercourse, it will be on the system which Mr. Prendergast has ably expounded that it must be learnt. We would willingly see a handbook to Latin on the modern plan from his pen.'—*Edinburgh Courant.*

'A philosophical work on the "Mastery of Languages."'—*Paper read before the Church Schoolmasters' Association, by Mr. Baker.*

'Nothing is perhaps more greatly coveted than the power of *speaking* foreign tongues, and yet how few there are who attain it! . . . The point in dispute is, *when* the grammar should be used. Nobody pretends that a perfect acquaintance with a language can be gained in any case without studying a systematic exposition of its principles; but the question is, should the philosophy of a language be studied before learning its chief words and idioms? Mr. Prendergast says no, and has defended his position

at great length and with great skill. . . . To gain a thorough command of the common phrases which the majority use exclusively, and all men use chiefly, is the goal at which the "Mastery System" aims; and we think that that goal can be reached by its means more easily, and in a shorter time, than by any method yet made known. . . . With such a preparation, the Englishman may go abroad and open his mouth confidently. . . . We know of no other plan which will infallibly lead to this result in a reasonable time, and therefore we heartily recommend the "Mastery System." Manuals of the French and German have been published, and the method will no doubt be applied to other languages.'—*Norfolk News.*

'If Mr. Prendergast will publish a selection of sentences, with specimens of their manipulation, and an abridged table of inflections, he may easily find readers who will give his theory a fair trial; and we are strongly disposed to believe that the result of such an experiment would be a very general adoption of the principles on which the "Mastery of Languages" is based.'—*The Reader.*

'Excellent in the main, and worthy of attention from every one interested in the "Mastery of Languages." Set forth with much lucid explanation and many skilful arguments.'—*Examiner.*

'This is a book written with understanding. . . . It is not, like many other treatises, a favourite idea, inflated by all manner of devices and accommodations to the bulk of a volume; it is a system carefully and philosophically deduced from the author's own experience and observation.'—*Daily News.*

'This system possesses many excellent features.'—*London Review.*

'This book is very full, and deserves attention; its pages are crowded with suggestive remarks. . . . The writer is entitled to the attention of philologists and teachers of language.'—*Athenæum.*

'We can recommend this method from personal experience, having had the pleasure of trying it ourselves. Two hundred words of a language previously unknown, combined in idiomatic sentences, were duly mastered in the way proposed, by studying them five minutes at a time, five or six times a day; and when permission was given to refer to a grammar, great was the astonishment as well as the delight felt, on discovering that the rules of syntax were known already.'—*Female Missionary Intelligencer.*

'Curious and interesting book . . . clear and lively in its treatment. . . . Full of useful hints. . . . As a rule, the older the facts the greater the originality. It therefore appears to us that Mr. Prendergast deserves the highest credit for the rare novelty with which he has invested a thoroughly trite theme. . . . He works out the leading principles with the most rigorous and unflinching logic to their ultimate conclusions. Nothing can really be simpler or more practical than the principle upon which it is based.'—*Madras Athenæum.*

OPINIONS OF THE AMERICAN JOURNALS.

'What have we, in fact, in Prendergast's "Mastery Series" but an adoption, and we are ready to suppose, an improvement, on the old middle age "Colloquies of Cordery?" We believe it is the true method of

learning languages. The learning of the right use of right words must be a question of memory of words till it becomes a matter of habit. Reason, or understanding, except as connected with memory, has precious little to do with it.'—*Freeman's Journal* (U.S.).

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier.*

'The system is as near as can be the one in which the child learns to talk, adapted to the adult, and if carefully preserved, must be successful.'—*Troy Whig.*

'When any one remembers the vast amount of time, labour, and money often expended in schools in actually gaining very little practical knowledge of foreign languages, this method is entitled to an examination. Evidently much can be done by the proposed plan.'—*St. Louis Democrat.*

'We do not hesitate to venture the opinion that if Mr. Prendergast's works can be brought to the attention of teachers in this country, they will effect a great change in the method of teaching foreign languages.'—*The Nation.*

'The Handbook lucidly sets forth the principles of the system, which seeks to attain the power of using the idiomatic forms of a foreign language as fluently and promptly as those of the mother tongue.'—*Providence Press.*

'There can be no doubt that this system is peculiarly adapted to be serviceable to that multitude of adult Americans who, without any preliminary preparation of study, steam over to Europe and back, as one of the acts without which the drama of life would be incomplete. To this class of travellers, and for their special use, we cannot too warmly commend the new system which Mr. Prendergast has so ingeniously devised.'—*Worcester Spy.*

'The system is attractive from the first, and we would advise all who are about to begin the study of French or German to give it a thorough trial.'—*Rochester Democrat.*

'There is a delightful novelty about the theory which is quite charming, and which seems to have a solid basis of truth to rest upon.'—*Boston Congregationalist.*

'We should judge that it did possess important advantages over the ordinary methods, for those who desire to learn to speak a foreign language quickly and fluently.'—*Springfield Republican.*

'The chief feature is the selection of some long sentence, thoroughly committed to memory, and evolving shorter sentences, or variations, from

the words of which it is composed, simply by re-arrangement. Grammar is deferred till the language is learnt. This plan is somewhat different from the Ollendorffian method, inasmuch as that mingles grammar with the exercises.'—*Gospel Messenger.*

'It is certainly a startling invention, but Mr. Prendergast makes out a very strong and clear case, and his method should receive a fair and thorough trial.'—*Philadelphia Inquirer.*

'It may not be improper for me to state that I made it my first duty, on arriving in Germany, to apply myself to the study of the German language, that I might, to some extent at least, be able to understand what I was to hear in the German deaf-mute schools, and to communicate with Germans without relying in all cases on the assistance of interpreters. And I feel that I owe a debt of gratitude to Mr. Thomas Prendergast, of London, by the aid of whose valuable suggestions, as set forth in his able work on the "Mastery of Languages" . . . I was enabled, in a comparatively limited period, to attain a fluency in conversational German, which was of incalculable assistance in the prosecution of my work in Europe.'—*Tenth Annual Report of the President of the Columbia Institution, New York, to the U.S. Government.*

OPINIONS OF THE FRENCH JOURNALS.

'Les modèles de phrases, les tournures idiomatiques, les expressions ont été choisis avec un soin scrupuleux et un goût éclairé. . . . C'est la conversation, c'est la causerie de salon qu'il pratique, qu'il obtient. . . .

'Quant à la partie technique, elle cède le pas à la partie pratique, symptôme essentiellement anglais: ce peuple-là veut des résultats et les obtient par sa ténacité et sa résolution. . . .

'La grammaire, suivant notre philologue qui parle *ex cathedrâ*, en s'appuyant sur une synthèse fortement raisonnée selon le mode de Bacon, et sur une expérience déjà bien étendue de son système; la grammaire que nous enseignons avant la composition des phrases et la pratique des vocables; la grammaire se fait, se compose, s'ordonne et se constitue de toutes pièces dans la tête de l'élève, sans qu'il soit besoin de la lui enseigner théoriquement. . . .

'L'idée philosophique qui explique et soutient ce système si nouveau se trouve développée dans la partie du traité intitulée "Handbook."'—*Revue britannique.*

'Les professeurs de langues et les philologues trouveront dans les petits traités de Mr. Thomas Prendergast tout un système fort original de l'art si difficile de l'enseignement pratique, naturel et rationnel des langues vivantes. Le problème de l'acquisition par un étranger de la conversation, de la causerie familière, est dans la première partie posé, analysé, discuté et résolu en dehors de toute routine, avec des vues nouvelles, avec la force de la conviction raisonnée, avec l'éclat du succès accompli. L'application de cette méthode, aussi simple qu'efficace, est l'objet d'un opuscule d'une centaine de pages pour chaque langue. Au moyen d'une centaine de mots choisis avec discernement, par l'emploi scientifiquement combiné de certaines tournures de phrases générales ou spéciales, avec une petite table

synoptique des parties variables du discours, un élève intelligent, patient, observateur, peut acquérir en peu de temps l'art de parler, d'écrire et de causer: telle est même l'élasticité de ce système que la science du langage, la grammaire, se crée et se constitue dans l'esprit de l'élève aussi naturellement, aussi sûrement que son application.'—*La Colonne.*

'La connaissance des langues étrangères est une des questions que les besoins internationaux mettent de plus en plus à l'ordre du jour. Ce problème, l'un des plus ardus de l'éducation, combien de fois n'a-t-il pas été posé, combien de fois résolu! M. Thomas Prendergast nous en offre une solution fort originale dans sa "Mastery Series." Il pose, discute, et résout victorieusement le problème de la conversation et de la science autre que la langue maternelle. La théorie de ce système, contenue dans le "Handbook," est exposée avec ampleur et conviction; tous ceux qui s'occupent de l'enseignement y trouveront des vues originales, des idées qui sortent de notre routine journalière. La démonstration pratique faite pour chaque langue est l'objet d'un autre opuscule, où ceux qui veulent apprendre se voient tout d'abord délivrés du grand épouvantail des commençants—Pas de grammaire! L'auteur choisit une centaine de mots, les plus importants et les plus usuels: ce sont les corps simples de sa chimie philologique. Il les combine et les travaille en suivant, en appliquant, en imitant les tournures de phrases essentielles à la langue. Ces combinaisons, variées au gré des besoins ou de l'imagination, se multiplient à l'infini. La grammaire, qui est pour l'élève une science *à priori*, se produit alors dans son esprit comme le résultat synthétique de ses observations et de ses études. En un mot, c'est le système le plus pratique que la philologie ait produit pour l'enseignement des langues étrangères.'—*L'Impartial de Boulogne-sur-mer.*

REVIEWS OF THE SPANISH MANUAL (1869).

The Mastery Series. Spanish. A Manual of Spanish for Englishmen and of English for Spaniards. By Thomas Prendergast. 'We have on several former occasions borne testimony to the excellence of the method pursued in this series, in the imitation, on which it is founded, of the natural mode of acquiring the art of speech and command of a vocabulary. Those of our readers who may be seeking a colloquial acquaintance with the Spanish language will find this manual a very efficient aid.'—*Educational Times,* November 1869.

'Is an excellent manual for Englishmen who desire to learn the language, as well as for Spaniards acquiring English. The graduated instructions for the teacher, as well as the interlocutory sentences for the student, will be of great assistance to both. The plan is a good one, and well carried out.'—*John Bull,* October 16, 1869.

'We have examined Mr. Prendergast's introduction to the learning of the Spanish language, which forms one of his "Mastery Series," and can give it our unqualified approbation. It is based on the sound principle of learning the language as we learn our mother tongue. It furnishes us with a series of short and familiar sentences in both languages placed in juxtaposition. The laborious and the continued reference to the dictionary is thus done away with; and instead of heaping up all the difficulties of the language—all the irregularities and varieties, as is sometimes done for

tyros to master—the student is invited to mount the pleasant path by a gradual and easy ascent. Though rather old ourselves to go again to school, we confess there is an attractiveness about the book which makes us covet the privilege of becoming students once more. Now that intercourse with Spain is likely to be continually increasing, this little book will be universally welcomed for its timely appearance.'—*Saunders' News Letter*, October 23.

'We have had occasion more than once to refer to Mr. Prendergast's "Mastery" method of acquiring foreign languages, and we have commended with all our heart the principle on which he proceeds. "The fundamental law of *Mastery*," as he tells us, "is, that the memory shall never be overcharged." Frequent brief lessons several times a day, and the thorough *mastery* of them is therefore the essential feature of the plan; and we feel confident that no one who has given it a fair trial has ever been disappointed with it. The object is to teach the language practically, so that the learner may be able to use it; and it is impossible not to attain that capacity if any intelligent man shall faithfully comply with the directions here given him.'—*The Edinburgh Evening Courant*, Nov. 23, 1869.

'Two years ago we noticed the introduction to this series, in which Mr. Prendergast developes his theory of learning to speak a foreign language, and the two parts of the practical series, in which he guides the learner in the application of these principles to the acquisition of French and German. In the interval some few modifications in practice have suggested themselves to him, but substantially he adheres to his system. We still have confidence in its efficacy, believing from our own experience and observation of the process that it is the memory not of words but of the form of a few typical sentences which helps us the most in our attempts to talk a new tongue.'—*Papers for the Schoolmaster*, Jan. 1870.

The Mastery System.

'I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly people used, in science, to begin with theories, and proceed to facts; now, good teachers of science lead even beginners to observe facts first, and then proceed to laws. But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery System, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*Preface to Summary of H.M. Commissioners' Reports on Female Education, by D. Beale, Principal of Ladies' College, Cheltenham*, 1869.

CRITICAL NOTICES.

'I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly, people used in science to begin with theories and proceed to facts, now good teachers of science lead even beginners to observe facts first, and then proceed to laws. But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery system, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*See preface to Summary of H.M. Commissioners' Reports on Female Education by D. Beale, Principal of Ladies' College, Cheltenham* 1869.

'Among the educational problems which still remain unsolved in England, that of the best method of teaching languages stands pre-eminent. Numerous processes, called methods, are, it is true, in use among us, and it is also true that by means of them a certain measure of success is attained, but the principles on which success or failure depend are little understood by the ordinary run of teachers. * * * * The multitude of "methods" attests the lack of fixed principles of teaching. The fact is, and a very important fact too—that we only arrive at efficient processes of instruction by deducing from the natural method of learning * * * * the natural and true method of teaching. The main business of the teacher is to teach the pupil how to teach himself. Mr. Prendergast has, in an extremely interesting treatise, "The Handbook to the Mastery Series," shown that a "natural" system of teaching involves (1) very short lessons, (2) perfect mastery of them (hence the term "mastery"), (3) constant repetition of all that has been learnt, with a view to retain the mastery acquired. Then as to the matter of the lessons. These consist not of mere words and phrases as elements to be employed synthetically, but of entire idiomatic sentences—to be first "mastered," then resolved into their component parts. Mr. Prendergast says nothing that Jacotot has not said before him; but he says it more clearly, and, moreover, avoids in the practice some of the errors into which that great master of the didactic art himself fell. We strongly recommend Mr. Prendergast's "Handbook,"

as a lucid exposition of many very valuable didactic principles; and also his adaptation of them to practice in the separate volumes dedicated to "French" and "German;" and we especially advise those who intend to give his system a trial to "master" the "Handbook" in the first instance.'—*Pall Mall Gazette.*

'The writer determined to put the Mastery system to the test in Germany. * * * * After a study of less than two weeks, he was able to sustain conversation in the newly-acquired language on a great variety of subjects. * * * * So completely did the Mastery system vindicate its practicability in the test to which it was thus subjected, that the writer feels it his duty, as it is his pleasure, to recommend it whenever and wherever opportunity offers; and not only to scholars and students of linguistic science would he extend this recommendation, but to tourists and pleasure-seekers who may perchance have but a limited amount of time for their foreign investigations.'—*Preface to the American Edition, by Professor Gallaudet, Principal of the Columbia Institute, Washington.*

'If we are, as some think, on the eve of a great reformation in the methods of studying language, Mr. Thomas Prendergast will certainly be recognised as its Luther. Educational conventions have debated the possibility of inventing a better system of instruction. College fellows have puzzled their venerable heads over the subject. It has found its way into the Reviews. At last, the time has come and the man! Mr. Prendergast, in his book "On the Mastery of Languages," propounded the theory that the true way to learn an unknown language is, not to parrot its grammar and to thumb its lexicon, but to go to work, as a child does, to learn words and the idiomatic arrangement of words, and at once to put them to use.'—*Hartford Courant, Conn., U. S. A.*

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier* (*U. S.*).

'It is a system carefully and philosophically deduced from the author's own experience and observation.'—*Daily News.*

'We know that there are some who have given Mr. Prendergast's plan a trial, and discovered that in a very few weeks its results had surpassed all their anticipation.'—*Record.*

'We have argued the subject in our own mind, but we must frankly confess that we have found all our objections answered in an apparently satisfactory manner in the "Handbook." * * * In so far as we are enabled to judge, the "Mastery System" is worthy of an unprejudiced trial.'—*Greenock Advertiser.*

'To gain a thorough command of the common phrases which the majority use exclusively, and all men use chiefly, is the goal at which the "Mastery

System" aims; and we think that that goal can be reached by its means more easily, and in a shorter time, than by any method yet made known. * * * With such a preparation, the Englishman may go abroad and open his mouth confidently. * * * We know of no other plan which will infallibly lead to this result in a reasonable time, and therefore we heartily recommend the "Mastery System." Manuals of the French and German have been published, and the method will no doubt be applied to other languages.'—*Norfolk News.*

'Mr. Prendergast leaves no stone unturned to endeavour to make his theory clear, and he argues it out with such power and truth that one cannot help going along with him, feeling that his statements are sensible and just.'—*Dublin Evening Mail.*

'* * * Believing, from our own experience and observation of the process, that it is the memory not of words but of the form of a few typical sentences which helps us the most in our attempts to talk a new tongue.'—*Papers for the Schoolmaster.*

'En un mot, c'est le système le plus pratique que la philologie ait produit pour l'enseignement des langues étrangères.'—*L'Impartial de Boulogne-sur-Mer.*

'In Spanish we have one of Mr. Thomas Prendergast's "Mastery Series" (Longmans), a system which very competent judges pronounce to be of the very highest efficiency.'—*Spectator.*

EXTRACTS FROM LETTERS TO THE AUTHOR.

From the celebrated linguist Professor Cenek Sercl, University of Kharkov.

'The more I reflect upon the "Mastery System," and the more I practise it, the more I see its value. * * * The languages which I teach according to your principles are Sanscrit, English, Italian, Turkish, and German. I am quite proud of one pupil who mastered German in twenty lessons, and became one of your most zealous admirers. Those scholars who keep strictly to the order and learn most rigorously by heart show the best progress.'

From the Rev. R. S. Clough, late President of the Protestant Theological College, Seville.

'Your system of teaching the Spanish language is in my opinion superior to any other extant, and if the instructions given be duly followed, the inevitable consequence must be all that could be desired. Where other methods have been hopeless, your system has been crowned with success. I consider it a positive boon to teachers and students of the Spanish language.'

From the Rev. J. J. Jones, B.A., Kandy, Ceylon.

'Greek and Latin Manuals will be an inestimable boon to thousands.'

Spottiswoode & Co., Printers, London and Westminster.